

National Parent-Teacher

THE P.T.A. MAGAZINE

November 1955



Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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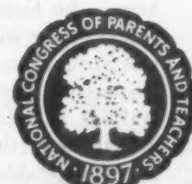
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Thanksgiving

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PLYMOUTH—October 1621. The Pilgrims' first harvest was in, a reassuringly big crop. There had been more than one hungry day at Plymouth since the *Mayflower* edged up to the shores of the New World less than a year before. And during those early months in the wilderness hunger and illness had won out against many of the newcomers. Those who survived did not take their gifts lightly—the gifts of life, of friendship, of bounty that sustains life.

Surely this bounty called for celebration, the people of Plymouth told themselves. With whom should they share their gladness? With their good neighbor, Chief Massasoit, of course. Hadn't he and his people befriended Plymouth?

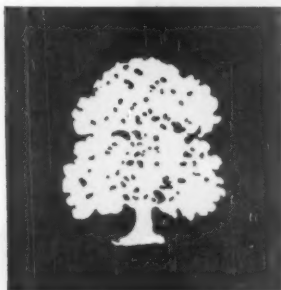
The chief accepted the invitation and with ninety of his men came to enjoy the hospitality of his new neighbors. There at the edge of the wilderness, between the forest and the shore, they sat down together—those for whom this rocky, windswept corner was an ancient home and those for whom the wilderness was a new-found haven. Unaware that generations of men would remember this feast, they shared the earth's abundance: fish, game, bread, wild fruits, vegetables from their own gardens.

As the people of Plymouth ate, they remembered the generosity of their Indian friend Squanto, who chose to live in Plymouth. Having learned to speak English, he taught his new friends the lore that his own people knew so well—how to plant corn, catch fish, fertilize the soil; how to use nature's gifts to survive in the wilderness.

Here was a technical assistance program at a very early date in our history, however small and informal. Here was a skilled expert helping his new friends to help themselves.

THE DRAMA that unfolded more than three centuries ago has won a firm place in our history. This month, following the tradition of Plymouth, we Americans will set tables, invite friends, and with them survey our blessings.

Each one of us will, of course, have his own personal list of blessings. Each of us, too, will be taking stock as an American citizen. We shall not try to present here a complete inventory of our country's assets and blessings. We offer only a sample census, a token of the count we Americans may make on Thanksgiving Thursday.



THE PRESIDENT'S MESSAGE

Then and Now

Let the nations be glad, and sing. PSALMS: 67, 4

We shall begin with our free public schools, where all the children of all the people may study together, play together, grow together, learn democracy's lessons together. We shall give thanks for another instrument of democracy—the polling booth, where men and women may choose their spokesmen and register their decisions on the conditions that govern their lives. We are grateful for freedom of speech and of assembly and for a free press mindful of its obligation to create an informed citizenry.

Remembering the Pilgrims and their struggle for religious freedom, we give thanks for the right to worship according to our own conscience. Remembering Plymouth and its bitter fight for life, we give thanks for the abundance of our land. Even as we remind ourselves of the richness of our forests, our soil, our mines, our rivers and lakes, we shall remind ourselves too that such wealth deserves only the wisest stewardship and the most judicious use of our resources.

STILL remembering Plymouth and Squanto, we shall be heartened by the spirit that is leading nations to pool their technical knowledge and skill, to turn

these tools against the wildernesses of ignorance, disease, hunger, and poverty. What Squanto did for Plymouth centuries ago nations across the globe are learning to do for one another. This sharing of the developing science of soil and water and weather means a more healthful, more abundant life for all men everywhere.

And finally, recalling the accord between Massasoit and the Pilgrims, we shall give profound thanks for the greatest boon of all—the long steps the world has taken away from the dark abyss of war; the earnest essaying, by leaders and their peoples, to master the difficult art of making peace; the parting of gloomy curtains; the glimpsing of new hope, new cheer, and what the President of the United States has called new vistas of peace.

President, National Congress of Parents and Teachers

NEW VIEWPOINTS ON

Discipline

Dorothy W. Baruch

Is there a little spitfire in your home? Or a bully? Or a maker of malicious mischief? Or a hurler of word missiles that really hurt? Today, with our richer awareness of the springs of human behavior, we can—and must—give children the understanding and guidance they need.

PARENTS AND TEACHERS alike these days can find security and no little comfort in the new approach to discipline. It does not follow the pathway of complete permissiveness. It does not further transgression. Neither does it find its way through dictatorship and the use of the cudgel, which are abhorrent to the sensitive and perceptive adult. It avoids the desolation that comes to a child when he is *told* but not *understood*. It avoids the hard barrier that arises between generations through lack of understanding. To the adult who is responsible it gives a rudder; to the child who is dependent, guidance. It builds confidence and nourishes the creative promise that our growing children possess.

The core of today's approach lies in recognizing that there are two parts to discipline. The first part has to do with *feelings* and the second part with *actions*. The older approach was to deal with the actions only and let the feelings handle themselves. Now we realize that the feelings need handling, too.

Fortunately we have discovered enough about human beings to know something of the feelings that make discipline difficult. We know, in the first place, that the feelings which have to be dealt with are those of anger. We know, in the second place, that these feelings of anger, which come out in persistent misbehavior, are for the most part anger against parents. If a child is angry at a schoolmate on realistic grounds, for instance, he settles the mat-

ter appropriately and goes his way, but he does not pick fights inappropriately here and there. When fighting becomes a perpetual habit, we know that he is trying to get out his anger at his parents through these fights—and that he is, moreover, trying to hide the real source of his anger and its true objects. For anger at parents is a very frightening thing.

Yet in the course of development every child feels angry at his parents, no matter what good parents they are. Since they are more important to him than anyone else, his biggest loves and biggest grievances are bound to come their way. When he is helpless in his littleness and completely dependent on them, he becomes afraid of his anger at them. Often, then, he starts hiding the true nature of his feelings. Often too, by our actual and evident disapproval over such feelings, we force him to go on hiding them. This is the very worst thing we can do because if we refuse to admit that he is angry at us, we will miss the opportunity of guiding the way he expresses this anger. If we claim it is nonexistent we can scarcely help him steer or control it. For how can one guide, control, or steer something that does not even exist?

Consequently the child's feelings keep guiding themselves. The anger comes out here and there, splashing wherever it can. Inappropriate and faulty behavior and worse ills are the result.

Take, for example, a six-year-old girl who feels jealous of a four-year-old brother and keeps pushing him over. Through this behavior, it is true, the older child is bringing out or acting out her feelings against the younger. But, even more important, it is also a way of acting out her anger against her parents for having had another child.

Since we have been indoctrinated over long years in the older ways of disciplining, our inclination will be to try several things. "Stop!" we may say, forbidding the child to go on acting as she does. Or we may appeal to reason: "You're bigger and you can hurt your brother that way, and then you'll be



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sorry." Or we may express our disapproval: "It's not nice. I don't like it." Or as a last resort we may punish.

All these measures are perfectly sound as far as they go. All of them have a place in discipline. And we shall find that we can use them according to our own lights and instincts as they fit the occasion. Furthermore, we shall need to use them. After all, we cannot have this child or any other child doing what might bring actual hurt or harm. Certain things are just not permissible socially, either. But if we rely on these measures entirely and stop with them, we shall defeat ourselves and not be as helpful to our children as we might be.

We need to go on and take the feelings more specifically into account. It is here that we are likely to

stumble, because the same methods do not apply. Feelings do not change by being told to change. Feelings do not yield to reason; they cannot be explained away. "You've no reason to be jealous of your brother" does little if any good. Possibly on occasion we may hit upon something that "works" without dealing specifically with the feelings. The particular misbehavior will vanish, but the angry feelings still must, and do, find other pathways or channels along which to come out.

Then our jealous child may, for instance, transfer her feeling to children in school and pick on them. Or she may bring her anger out against anyone and everyone by disturbing a classroom, by wildness, by lying, by stealing, by wastefulness and destructiveness. Or she may bring suffering down upon her own head instead of her brother's or parents' by mishaps that may amount to "accident proneness" or by thrashing herself with endless "I can't's." She may even develop actual physical symptoms such as stomachaches or a cough, eczema, or asthma. And she may hurt herself further (and incidentally hurt her parents also) by seeming disabilities such as not learning to read or failing in school. Through such hurtful means, and many others, she gets out her feelings, managing at the same time to hide their true nature. In order to hide them better, she may become excessively nice to her little brother, overly concerned with her parents, excessively sweet and charming to everyone so that one asks in wonder, "How can there be any mean feelings in such a good girl?"

Anger Will Out

However, as we have indicated, we know from what we have discovered about human beings that no person alive exists without having feelings of anger. No one can grow up without anger. Anger is a natural, normal human emotion. But what is not normal occurs when too great anger has accumulated and has grown too overpowering or when it must find outlets that are inappropriate, hurtful, or socially "bad."

To prevent this and to make discipline effective, our children desperately need our help in learning how to deal with their anger all through the years. They need especially to get at their basic anger toward their parents and bring it out into the open. For as it comes out its pressure can diminish. As it comes out, it opens the door to warmer moments and to sturdier companionships. It no longer stands like an invisible barrier between the grownup and the child. Such things, however, can happen only as the angry feelings come out honestly but in acts that are not hurtful.

To accomplish this, we need some guiding principles that will enable us to accept feelings as they are and at the same time help us set limits on how our children act.

Three Principles

In the first place, we and the children must recognize the feelings that exist, frankly admitting them for what they are. "You feel mean, I know," we say. Or "It looks as if you're feeling angry." Since we thus identify the feeling, we can call this first step *feeling identification*.

Because anger is ordinarily condemned, children need many opportunities throughout the day to learn that these feelings are natural. "It makes you mad to have to give up the TV to Dad." "It makes you feel mean, I know, when you have to come in early from play." "Feeling mean? Don't know why? That's natural. People don't always know why they feel angry."

Such genuine acceptance, mirroring and acknowledging a child's feelings, helps him to realize that it is not wicked or "bad" to feel as he does.

But—and this is essential—one should do this only when one can do it with sincerity. Never do it hypocritically. Children are quick to sense the feelings behind our words. And so when an adult feels angry, as he inevitably does on occasion, he should never pretend to be tolerant of the child's anger. He cannot be at such moments; at other moments he can.

He can also at times acknowledge his own feelings. "I was terribly grumpy this morning. And when I'm irritable and cross I'm no good at understanding how anybody else feels. I know I was nasty to you." This is comforting. It shows that a respected older person is not ashamed to avow openly and honestly that he too has felt angry. He hasn't tried to deny it or blame it on the child. He's taken it as a natural and human thing. And this makes the child feel less "bad" in identifying with equal honesty how he feels.

As a second step, the parent and the teacher need to help the child identify or recognize the object or target against whom he feels anger. "You feel mean to Susan" (or "to Jerry"). And since anger toward parents is at the root of so many problems, we add every so often, "You sometimes feel angry at Mother and Father, too." This step may be called *object identification*.

In these two steps the adult who is in a position to know lets the child see, as far as he can, that having such feelings is not monstrous. It helps, too, to say, "Everybody has them. Everyone feels angry at moments toward people in his family—at sisters and brothers and at parents more than anyone else."

And then comes the very important third step. We may call this *channel identification*. There are "good" ways, if you will, and "bad" ways of bringing the mean feelings out. Or better, there are safe ways and unsafe ones, harmless ways and hurtful ones. The mean feelings are mean feelings, however. The person you are mad at is that very person. You feel



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like doing something terrible, perhaps, to that person. All people do when they are angry. But—and here is the channel identification—you may tell about it, paint about it, write a story about it, put on a play about what you'd like to do. Always put a lot of emphasis on "what you'd like to do," "what you want to do," "what you wish you might do." Express these ideas: You can make your paper dolls act it out for you, but you may not commit any actual harm, hurt, or destruction. Although you do not have to endure the suffering of keeping in these painful feelings, you do have to steer them through acceptable channels in getting them out.

Children have a great need for a clear definition of channels. They feel safer when they are told, as it were, "Keep your actions within these boundaries." Much as they may protest, they still inwardly crave simple rules and direct statements, not endless, ear-dinning logic. Reasons yes, when reasons are not sufficiently known, but not explanations that go on and on marshaling reasons to justify the adult or to make a requirement justifiable. Rather "You may (or you may not) do this. This is permitted. This is not."

Clear Channels—at Home and at School

In short, children need leadership on how they must learn to act. Yet at the same time they need freedom to speak out what they feel. Not everywhere or at any moment indiscriminately or to everyone, but to appropriate people in appropriate moments.

Barbara, ten, says to her mother, "You should just learn to take a little patience in your head. I think

you're a little too harsh on us. These days you don't have any sweet in you. It's all ruined up and spoils everyone's fun. You've been so ornery it's hard to stay in the same house. I think you've got a whole blab of mad in your head and need to get it out some other way, not on us."

Says Barbara's mother, suddenly thoughtful, "Yes. And no wonder you sound pretty angry at me."

"Oh," says Barbara, with quick warmth flowing. "That's all right, Mother. Everybody gets mad at times."

In some ways it is easier for the teacher to do these things than for parents. Because there are other children in the group the individual child gets living evidence that he is not alone in his feelings. Admission and frankness come more readily. He then returns home relieved and easier to live with, having got out some of the feelings that have piled up through the years.

In a first-grade room, for instance, Robert is generally quarrelsome. "It looks to me," says his teacher, "as if you're angry" (identifying the feelings). Several of the children are listening. "Lots of you get angry," Mrs. Oliver includes them. "Like me," pipes up Sandy. "I got mad at Robert for pinching my arm." "You often get mad at each other in here," Mrs. Oliver repeats (identifying the immediate objects of the children's resentment). "And," she continues, "you sometimes get angry, too, at people at home" (opening the way for the children to identify, if they wish, the targets that are more deeply propelling). Many arms wave. "Yes," says Mrs. Oliver. "But remember, no more pinching or pummeling. You may not do those things. But you can paint and tell about whatever you'd like to do" (identifying certain channels through which the feelings may permissibly flow).

At this opening of doorways, Robert paints a brown mess and slaps the paper hard with brush strokes of purple, blue, green, and black, literally throwing paint on. Then in the group he tells about it. "I'm throwing pies at my mother's face 'cause I'm mad at her. And I'm going to throw paint in her face. And then I'm going to throw tar." With this he relaxes, and his aggression lets down.

In a sixth-grade room the teacher, Mr. North, is equally accepting. There are many discussion periods during which feelings are talked out. Colored pencils are also available for drawing them. With such procedures Tom, for instance, brings out that he feels "mad at all women and girls." The group discusses how anger is often displaced from families onto young friends, and Tom explosively tells of his anger at his mother and sister, which up to now he has held inside. After repeated chances for this sort of thing, he is friendlier by far to the girls in school—and friendlier also at home.

As we have said, we need to realize that a child

will have angry moments no matter what we do. As he grows we need to accept his anger as a natural result of two sets of wishes, the adult's and the child's, pulling in two different directions. And yet there are some things that make anger worse.

Very briefly, a child becomes more difficult to discipline when too many and too heavy pressures are put on him. Too many demands, too high requirements, or expectations beyond his ability—these are pressures that every child literally dreads. They make anger mount.

A Happy Home Helps

Anger and disciplinary problems mount also when a child feels a lack of either physical or psychological nourishment. If his hunger for affection, in particular, goes unfed he feels desolate. When we belittle his troubles, fears, and exaggerations, when we expect too much emotional return from him, when we condemn too roughly the infantile holdovers that still bring him physical pleasure, he feels (though unconsciously) that we are starving him of foods he must have. He needs chances for give-and-take in his family, times for intimate moments with each of his parents, especially moments during which they accord him a warmly attentive listening ear.

In short, then, what we have been saying can be tersely reemphasized. In the new discipline we try to avoid for our children:

*Pressures they dread;
Hungers unfed;
Actions unfed;
Feelings unsaid.*

We shall need to learn for ourselves, and also help our children learn, to deal more definitely with both actions and feelings. We shall try to see that angry feelings are honestly admitted, that their true targets are frankly faced, and that those feelings are brought out through harmless channels.

As we do these things with sincerity and courage, we shall often find that our children will have less need to splash their very natural anger out all over in inappropriate misbehavior and onto scapegoats. And we will find also in the process that their angry feelings usually diminish. Our children feel understood. Then they become better able to use the good opportunities around them and the good gifts inside them in the service of friendship and love.

Dorothy W. Baruch's profound understanding of the emotions of young children springs from long and varied experience as educator and psychologist. Formerly professor of education and director of preschool activities at Whittier College, Pasadena, Dr. Baruch is today a consulting psychologist in Beverly Hills. She has written many books for children and also such valuable books for parents as New Ways in Discipline and One Little Boy.

How To Love a Country

Nations, like individuals, have their
yesterdays, today's, and tomorrows.

How can the memory of yesterday
serve men and nations? By yielding
inspiration for today as well as a
measure of greatness to carry into
tomorrow.

A PERSON needs a past. We live by continuities. Yesterday is still ours in memory; tomorrow is already ours in prospect and promise. Nor is it only the world of outward circumstance that thus lies behind us, and ahead of us, in time. It is also the world of selfhood. Today *I am*, but what I am, or feel myself to be, holds both *what I used to be* and in some curious way *what I shall be*.

Sometimes it is when we least expect it that the span of life becomes for us a vivid reality. I remember how, one spring day a dozen years or so ago, I walked out from our New York apartment into Riverside Park. There was sunshine, after a long winter. There were new leaves on old trees, and crab apple blossoms. The grass was a green invitation to the running feet of children and the practicing feet of toddlers. It was spring, and summer lay ahead. And perhaps because summer lay ahead, rather than because the actual temperature justified my doing so, I walked without a coat, in a light dress, and liked the tingling sense of being almost warm, almost chilly.

Then on a park bench I noticed a little old lady

3. Borrowed

sitting alone, enjoying as I was the new reality of spring. Enjoying it—but just as I approached she made one of the immemorial gestures of old ladies. She hunched her shoulders a little against the breeze and drew her shawl closer.

My heart went out to her in sudden intimacy. I wanted to stop and say.

"Why, I know you—and know you well. You are all the old neighbor ladies of my childhood town. But most of all you are my mother as she grew old. You are my mother on a certain day when she and I, on one of her visits to my grown-up self, sat together in uncertain spring sunshine on a bench in Golden Gate Park."

The Span of Experience

This was memory. I was *back there*. Abruptly, however, to my own surprise, I was also years ahead. Because I am like my mother in many ways, I have often felt that I knew from her what my own later years would be like. But perhaps I never felt it as keenly as in that moment, and the feeling expressed itself in a few lines of almost-poetry that came to me



© Igor de Lissovsky

Bonaro W. Overstreet

Memories

ready-made and that have never grown into anything beyond that initial fragment:

*When I have lived double the years I have lived,
I shall be old;
And even in sunshine I will wrap thin shoulders
Against the cold.*

The lines pinned down, as it were, a vivid personal experience of time's reach on either side of the present. Also, however—and that is why I report it here—it was *human* experience. We are like that. "We look before and after . . ."

I cherish the memory of that moment in the park. In some odd personal and human way I am more myself, more consciously and distinctively a self, than I would have been without it. The pronoun in the fragment of poetry was *I*, the first person singular. But the experience was that of being contained within the human family—the family into which I was born, the larger "family" that was the neighborhood of my growing years, and the yet larger "family" that is womankind, a subdivision of the race of man.

We return, then, to our starting point: *A person*

needs a past. Every child, given a chance, reports this fact in the questions he asks. I remember, for example, how the small son of a friend of mine pushed hard against her knee while he studied, wondering, the new infant she held in her arms. Then he looked up into his mother's face and asked, "Was I ever that little?" The question was a natural and proper one, and it belonged within a long line of questions that the child had asked, and would ask in the years ahead. It was a part of his effort to locate himself in the scheme of things—his effort, we might say, to become a *person of background*, not a human isolate.

A Need That Goes Deep

The individual human being, out of the personal experience of being taller this year than last, of knowing what he did not know before, of not wanting to play any longer with toys that were once dear, of becoming interested in things he used to think were foolishness, of making plans that are a reasonable projection of the present, of discovering that other people (even, in time, his parents) seem different to him from what they used to seem, puts to-

gether into some sort of workable unity the ideas of *I was, I am, and I shall be.*

But personal experience is not all that he has to work with. He has also certain borrowed memories. One day when he and his father are fishing together something happens to remind his father of a day long ago when he, about ten years old at the time, went fishing with *his* father. As the story is told and as the boy asks questions that lead from one thing to another, his father's boyhood becomes more real to him than it ever has been before. Oddly enough, what he finds out about this other human being who is his father becomes part of himself. His own identity becomes somehow a *surer* identity; he knows more confidently who he is.

As he thus learns, day by day and year by year, who he is, he also learns what is expected of him, what he has been given that is his to cherish and carry forward. Hence the sense of *identity* becomes part and parcel of the sense of *responsibility and integrity.*

The orphaned child—unless he has foster parents who become parents to him in heart and mind—is a deprived child. Not only does he get far less than his share of comfort and support and direction in the ups and downs of daily life, but also it is far harder for him to find out, in a way that has depth and certainty of meaning, who he is. It is far harder, therefore, for him to know what is his to carry forward into the future.

More Broadly Our Own

What we have said so far may seem to have little to do with love of country. Yet the pattern holds. When we human beings "look before and after," we need not look only as far back and as far ahead as our own memories and our own plans can take us, or only as far back and as far ahead as the memories and plans of our particular family can reach. We can venture great borrowings from a more distant past, and these too can become part of our responsibility and integrity. These too, in brief, can be part of what we look through when we look ahead. They can be part of what we plan for, part of what we cherish, part of what we feel we must never let down.

This borrowing of cultural memories to make our own should take us, of course, far beyond the time and space limits of our own particular country. It should take us, appreciatively and responsibly, out into the wider neighborhood of countries and cultures, past and present—just as my experience of seeing the old lady on the park bench took me back

not only to my mother when she was old and I was full grown but to neighborhood women who were already very old when I was very young and, through them, to womankind everywhere and always.

In a peculiarly intimate way, however, we can, and should, borrow our own country's past and make it our own, both as part of what we have come out of and as part of what we cherish and intend. A country is more than a colored area on a map or a name by which it is distinguished from other countries. *It is a set of assumptions about human nature,* and it is the way—indeed, the manifold ways—in which these assumptions have been built into practices and institutions. It is the record of personal lives that have enacted these beliefs—as we, in our time and place, are expected to enact them. It is also an extension of them into the future; it is the not-yet-done, the yet-to-be-accomplished.

America, in short, is what it believes about mankind and what it has done in behalf of that belief. We act as Americans to the extent that we show forth our allegiance to that belief. Only thus do we make borrowed memories deeply part of our own identity and our own integrity.

Again an Example

Not long ago a friend who works in a government office in Washington and lives in Virginia drove us home with him for dinner. On the way he talked of his work. Exacting work it was, not always pleasant to perform, often misinterpreted by the public, but deeply *his* because he saw in it his chance to serve and to pass on the American pattern of freedom. And as he talked about it he broke off suddenly to say that the highway we were on was once a road familiar to George Washington.

Later, standing with us at a window in his home, looking out at the garden, he called our attention to a certain dark red peony and told us that it had been moved there from his mother's garden. Before that, it had moved with his mother and father from one midwestern home to another—and another.

This man loves his country in a way we can trust. He loves it with intimate pride in his home and family, loves it as it is symbolized in a peony plant that has been moved from place to place with homesteaders, loves it as a land of roads where greatness has traveled and travels still. And, not least, he loves it through daily work that he performs with an eye to fairness and decency in the present and, no less (to borrow a phrase dear to our American tradition), with an eye to "the welfare and happiness of millions yet unborn."

The true past departs not; no truth or goodness realized by man ever dies, or can die; but all is still here and, recognized or not, lives and works through endless changes.

—THOMAS CARLYLE



N. P. T. QUIZ

a family counseling service

Consultants

Nancy Bayley
Muriel W. Brown
Flanders Dunbar, M.D.

Edmond R. Hess, M.D.
Reuben Hill
William C. Menninger, M.D.

Ralph H. Ojemann
Esther E. Prevey
Lyle M. Spencer

• *My baby is at the crawling stage, and like other healthy youngsters he loves to crawl on the floor and explore everything in sight. So far I've tried to keep him in the play pen, even though I realize he hasn't the same freedom there he'd have if I let him loose. I don't want to be the kind of mother who is terrified of germs because I know my child must build up immunity. Also I want to give him as much freedom as possible. What troubles me is this: How can I protect him from dirt and still give him ample freedom?*

I believe your worries are a bit unwarranted. All normal youngsters crawl at some stage or other in their development, and their normal curiosity comes into play. Obviously yours will become a little dirty, but a baby of his age will not become ill from this sort of activity. A child has a certain amount of immunity, both inherited and acquired, that will stave off any germs in his immediate environment.

It must be remembered that the vast majority of children's illnesses are acquired through contact with some other person, child or adult, who is either ill or coming down with an illness or else is a carrier. Occasionally they may be acquired from some other contaminated source, such as food, toys, and so on. By and large, however, illnesses are rarely if ever contracted through the little dirt that might be picked up in a relatively clean household.

In this same vein of thought I have a few other comments to make regarding the use of a play pen. It is well to put a baby in a play pen as early as three to four months of age, when he really begins to move around a bit, in order to accustom him to this new piece of furniture. A play pen is a good deal roomier than a crib. It can be easily moved into other rooms so that the youngster need not tire of his surroundings. And he will become just as accustomed to it as he will to his crib or a high chair.

On the other hand, if one waits too long before introducing a child to the play pen he may resist

being put in it. Sooner or later, of course, he will tire of the pen and want to play on the floor. If he is kept in it too long, he may begin to think of the pen as some sort of jail and balk every time he is placed in it. The age at which a child outgrows the play pen will vary, depending on outside interests and other things that stimulate him.

Whether the child becomes a little dirty from crawling on the living-room floor is of less concern to me than are accidents that may occur once he has unlimited freedom and is not watched closely enough. Sharp-cornered tables, easily broken objects of art, burning cigarettes, and ash trays are only a few of the hazards encountered in the average home. Unthinkingly and of course unintentionally, household cleansing agents are often left about within easy reach of curiosity-seeking children. Many things that are commonly used in the home today are not labeled poisonous although they are extremely haz-



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ardous to youngsters if taken internally. I could go on at some length about this vital subject, but these few words should suffice.

Let's not worry too much about the youngster who crawls around and gets his knees a little dirty. He can always be given a bath and cleaned up, and no harm has been done.

—EDMOND R. HESS, M.D.

Pediatrician

Chicago, Illinois

• *I have two children, a boy ten and a girl eight. Maybe they are no noisier than other children their age, but lately they have just got out of hand. I let them run around and shout to their hearts' content before their dad comes home, but after that I'd like to keep them quiet. Since my husband works hard and is very tired when he comes home, I want him to have a little peace before dinner. Can you help me get my children to cooperate?*

In trying to work out a solution to your problem, we might find it helpful first to think of some of the characteristics and needs of children the age of yours.

Youngsters of eight and ten are full of energy. They have to play vigorously. They also need plenty of rest—quiet periods alternated with times of strenuous activity. They like to run and jump and shout. They also like to read, and they are interested in movies, comic books, radio, and TV. Play acting appeals to them, especially when they can “dress” for their act.

These are in-between boys and girls, neither little nor big. They don't want to be treated like children, and yet they are not old enough to assume too much responsibility. They need praise, encouragement, and guidance. They are likely to be enthusiastic about their parents and usually enjoy their company.

We might ask, “What do these characteristics imply for the mother who is trying to keep her children quiet when Dad comes home?” Well, we have said that boys and girls need vigorous play involving strenuous exercise. They also need alternating periods of quiet activity in order to avoid overstimulation or excessive fatigue. Sometimes when children have played hard all day long they are so tense they cannot calm down in the late afternoon or evening. Many families solve this problem by arranging for periods of active play to be followed by quieter intervals several times during the day. Why not work

out a schedule whereby one of the quiet times comes just before dinner? This won't be too hard to arrange if the children can do something they want to do. Dad will be more comfortable, and the youngsters will enjoy their meal more.

At this age children like to be consulted about family plans, to have a real part in them. Why not consult with yours, then, on how to work out a routine that will be pleasant for their daddy? Let them suggest ideas for their quiet activities. Help them to discover things they can do for their father that will make his life a little easier. (And remember that planning *with* children is something very different from talking *to* or *at* them or planning *for* them.)

I have a third general idea, too, that I should like to put forth. A father's return home should be something to which both he and his children look forward. After a hard day at work, most fathers find it relaxing to have fun with their sons and daughters. It's a wonderful time just to visit. Or, as I have already suggested, it might be a good time for the young ones to wait on their dad a bit.

Sometimes a wife overprotects her husband by insisting on a quietness that he doesn't really want. And sometimes dads have to learn to stand a little noise and enjoy it whether they feel like it or not! They *will* feel like it, too, if the hour of their return is made the highlight of the day.

A final point: At this time of year your children are in school a good part of the day. When they come home they need exercise and fresh air, and their activities must be planned with this in mind. Would it be possible for your two to play hard for a period after school and then quiet down a little just before dinner? As suggested before, let them help plan their activities—whether reading, visiting, watching TV, playing board games, or working on some hobby. Let Dad take part in the planning too. Children always respond wonderfully when we ask for their help and cooperation, especially if we use a little praise and show appreciation for their efforts.

Bear in mind that family planning should always have one particular goal—to keep the home a place where everyone really enjoys each other and has fun playing and working together.

—ESTHER E. PREVEY

Department of Family Life Education
Kansas City, Missouri, Public Schools

The sturdy little fellow on this month's cover appears there by popular request. Because many of you, our readers, asked to see a recent picture of the editor's son, here is David Alistair Grant, photographed on a mighty important day in his life—his first birthday.



WORTH A TRY

For Shutterbugs

The family photographer can usually count on extra duty during winter holidays—pleasurable duty unless the fun is marred by a stinging burn from a flash or flood bulb that he tries to remove before it has cooled off. Here's a suggestion that may spare the holiday lensman a scorched finger or two and keep his camera chores on the sunny side. To remove a still-hot bulb simply slip over it the corrugated paper carton it came in. The securely covered bulb can then be unscrewed without risk of a burn.

Hotel Men, Please Note

The owner of a hotel out West has taken serious note of the fact that Americans as a group are gaining in height. To assure the comfort of the taller travelers who come knocking at his door, he's installing only seven-foot beds in his hotel.

For Floundering Couples—Reconciliation

Husbands and wives whose marital difficulties bring them to the Supreme Court of New York County are going to have a chance to take a sober second look at their marriage. Under a new plan, which jurist David W. Peck has hailed as "an epochal step in court administration," all matrimonial and child-custody cases are centered in a single part of the court under one judge. No case is put on the calendar for trial, and no formal motions are made until the judge has tried to bring about a reconciliation or settlement. To do this he may confer with husbands and wives and their counsel, as well as others he may wish to include. He may also call upon social workers, psychologists, and psychiatrists for assistance.

Before last September, when the plan went into effect, matrimonial matters were handled by several parts of the

court. Although individual judges from time to time tried their hand at reconciliation on their own initiative, peacemaking was not considered an official court function. Moreover, the services of social workers, psychologists, and psychiatrists were not available to the court. The key to the new plan, said Justice Peck, is a patient, understanding judge. Assignment to this bench will be on a month-to-month basis.

Fingernail Tonic

A group of hospital patients troubled with brittle, peeling nails were given gelatin with their meals to overcome the condition. At the end of thirteen weeks the nails of ten of the twelve patients were again firm and healthy.

"Holiday Bound—the World Around"

Off for the holidays! Good-by to lessons! Good-by to books! A carefree vacation spirit sings out from the five new greeting cards offered by UNICEF (United Nations International Children's Fund), the proceeds of which will buy food and health care for children. The series shows youngsters across the world on the eve of the holidays. In the Americas, children are enjoying a story during the last minutes of class. In Japan schoolgirls are sketching in the sunlight. In Algeria small boys are having their last lesson sitting out on the sand. 'Way up near the Arctic Circle, Lapp youngsters are sliding homeward over the shining ice, and down in Guatemala tiny feet are dancing off to the music of pipe and drum. The designs were donated by the French illustrator Edy Legrand. A set of ten, with or without holiday greetings, is available for a dollar.

UNICEF is offering at the same rate a sixth card designed by Antonio Frascini, who also contributed his work. His polar view of the world surrounded by a wreath of multicolored

flags symbolizes brotherhood and universal good will.

For an additional forty cents a box UNICEF will imprint your name as well as your own message on any of its cards, an offer limited to purchases of twenty or more boxes. Orders may be sent to UNICEF Greeting Card Fund, United Nations, New York. Allow fifteen days for shipping.

Our Dancing Children

Many boys and girls growing up in city apartments today have only limited opportunities to use their muscles. The average baby is confined to a play pen in a small house or apartment. As he grows there may be no place for skipping and romping. The apartment may be too small for such frolicking, or the thud-thud may annoy the people downstairs. Many families no longer have a back yard with trees, where youngsters can swing by their arms and develop chest and shoulder muscles. And what chance is there for a city child to develop balance by walking fences as Granddad used to do?

To help growing youngsters get necessary exercise more and more parents are enrolling their children—boys as well as girls—in dancing classes, a Chicago writer reports. Of course, the dance floor is not a substitute for playrooms, back yards, and low-swinging trees, but dancing lessons can encourage balance and strengthen muscles.

Repair It Yourself

The next time your TV set conks out and resists all efforts to cajole it back to life you might try the suggestion reported by Bill Gold of the *Washington Post and Times Herald*. The remedy originated with a five-year-old TV addict. Watching a television repairman at work the youngster finally volunteered, "Mister, I betcha I know how you can fix that set real fast. Clean out all the dead cowboys from the bottom!"



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Sex,

Morals, and

Marriage

This is the third article in the 1955-56 study program on adolescence.

What shall we teach children about love and moral standards? How can we make our lessons stick in the face of influences that flout our teaching?

Sylvanus Milne Duvall

IN RECENT YEARS our whole attitude toward sex has changed. Little wonder, then, that parents of adolescents are faced with serious questions. What used to be rarely mentioned has now become a common subject for discussion. Widely publicized studies have us concerned about our moral code. Rumors and reports are disturbing. We hear of "non-virgin" clubs and of increasing numbers of high school girls "in trouble." Then we think of our own children—Janie, who is seventeen and "boy crazy"; her brother Bill, just turned fifteen; and two younger ones coming on. We are sure they need our guidance, but Janie and Bill already regard us as old-fashioned. Do we still have any influence on them? And if we have, what shall we tell them? What do they need to know?

At one time we thought that a knowledge of the physical facts of reproduction would do it. We remembered our own childhood and how embarrassed Mother was when we asked her where babies came from. Some of us were met with evasion and deceit. Some of us were scolded for even asking such questions. Some of us had parents who tried to give honest answers, but they were so embarrassed that we felt there must be something not quite right about the whole subject. When we became older we were enlightened by our associates, mainly through the "dirty story."

Our generation became convinced that this was

not the way to do it. We resolved that with our children it would be different. It has been. We have answered their questions honestly and without embarrassment. We have given them books that explain to children how life is carried on. Our Janie and Bill were informed about the facts of life well before they reached adolescence.

Yet somehow we sense that this is not enough. Something important still has to be done. We are not quite sure what that is. But we feel that when a child reaches adolescence he needs a kind of sex education that is deeper and more extensive than what he needed as a child. We suspect that this should include more about emotions and morals. If only we knew what—and how to do it!

Training Ground for Love

Adolescents have three major challenges related to sex and marriage:

How to be accepted by the groups to which they wish to belong and how to win the favor of the members of the opposite sex in whom they have become interested.

What to do about new sex interests and drives which have emerged rather suddenly and with which they have had little experience.

How to select, court, and win a satisfactory mate for a successful marriage.

Let us look at these challenges one by one. The first—gaining the acceptance of the group and winning the favor of the opposite sex—is partly a matter of skills that can be taught. How do you get started dating? What do you do on a date? How do you discourage boys or girls whom you do not particularly like and encourage those whom you do? There are now good helps for teen-agers on such matters. Learning the necessary skills will require practice, sometimes with guidance that should not be too difficult to provide.

Becoming an attractive, lovable person is more complicated. It involves not merely skills but inner attitudes and feelings. A child's training in love begins at birth as his parents love and care for him. Such love does not mean that they give him everything he wants or allow him to do as he pleases. On the contrary, loving parents seek to strike a sound balance between discipline and freedom, failure and success, self-interest and a concern for others.

This last is particularly important in training for love. Children need not only to receive love but to give it. They need the experience of having to share with others, to wait their turns, and to be concerned that others have a good time. These love experiences start with the family but must quickly grow beyond it. Children need to feel love for many others—older people and younger ones, boy friends, girl friends, steadies. In this way they gain the training and experience that enable them to become lovable per-

sons, ready to win the love of others and in time to marry successfully.

Some of the sexual difficulties that adolescents get into are the result of failure to learn to love. The girl who has never learned to love in her own family may come into adolescence both love-hungry and embittered. Her bitterness makes it difficult for her to win the love she craves, and in desperation she may try to buy it with sex. The boy who thus exploits her is also deficient in the ability to love. He has never learned to care for others, so he just takes what he wants. In order to get it he will profess an affection of which he is actually incapable, and perhaps promise marriage. He will tell the girl that if she really "loves" him she will do as he wishes, and will threaten to leave her if she doesn't. In the end he probably will anyway because he is not capable of mature love. But the girl is too blinded by her own need for love to see that she can never either win or hold anyone worthwhile by sex.

Training and experience in love will help prevent another kind of illusion that gets adolescents into trouble. Stories and movies give some young people the idea that they have not "lived" unless they have sex relations. Those who have had happy experiences in their families and with their friends know better. They know that sex alone is a purely physical thing. Human living means wholesome relationships with persons as persons, and that is the only kind of living that has real appeal.

Learning Controls

Education for moral controls is the second challenge our adolescents face. Though learning to be accepted and to love can greatly diminish some of the pressures that get young people into trouble, it will not diminish the power of the sex drives themselves. Sex desire in boys is most intense and urgent during their middle teens. This is long before a boy is ready to be responsible for any children he might father or to have the mature love essential to establishing a family of his own. The marriage age today has dropped to about twenty-two for men and twenty for girls. Marrying younger than this is risky. Experience shows that few teen-agers are ready for the responsibilities of family life. The only sound answer to this problem is moral controls.

The task of teaching sex controls is certainly more difficult than it was half a century ago. Then it was taken for granted that sex was basically wrong anyway and at best a questionable concession to human weakness. Today we and our youth assume that sex interest and desire are potentially wholesome. Yet the problems of teaching sexual morality are fundamentally the same—and no more impossible than the teaching of morality in any area of life.

The important thing is to establish, from early childhood, a moral attitude toward life. This means

a personal willingness to accept restraints and demands that are necessary to safeguard other values. It is not wrong for a child to want to drive a car, but he must wait until he is old enough. Even then he must demonstrate his competence in a driver's test, and after he has his license he must restrict his fun to what is safe. It is not wrong to want better clothes, a larger home, or a new car. It is not right to get them by cheating and stealing from others.

Is it any more unreasonable to ask young people to restrain their sexual conduct so as to protect families than it is to ask them to restrain their aggressive impulses so as to protect society? If you have brought up your children to accept the idea of moral responsibility, your main and most important job has already been done. There still remains the task of explaining to them the moral standards that society has developed and the reasons behind these standards. We can explain it to them somewhat like this:

In the day of primitive man, before we had any such thing as medicine or even a stable food supply, few human babies lived very long. With so high a death rate the survival of the race required that every mature female have children as early and as often as possible. To ensure this, nature endowed males with a powerful sex urge that came early because not many would live for very long. As soon as the race advanced far enough to plant seeds and to tend flocks and herds, the food supply became more assured and the need for constant child-bearing declined. Societies began to establish marriage customs and to place restrictions upon sex behavior. No society of which we have any record has ever been without such restrictions. With the coming of modern medicine, man's greatest problem has become not survival but overpopulation.

Many forms of sex regulation have been tried. Out of centuries of human experience the one that has proved most successful has been the ideal of restricting sex relationships to the marriage partner: premarital chastity and postmarital fidelity. This standard has been staunchly upheld by both Jewish and Christian faiths. Not only does a stable marriage assure a good home for growing children but it contributes to the emotional fulfillment of husband and wife as well. Sex relationships outside marriage, even among the unmarried, undermine the moral standards that protect the family—grownups and children alike.

But how are we going to maintain such ideals even among our own children, when the movies and TV programs they see and the books they read so often pull in the opposite direction? Here is a word of reassurance. With rare exceptions children can be led astray by such influences only when their own family life has left them unhappy and disturbed. You parents began to guide your children earlier and have done so longer than these other influences.

You have, therefore, probably had a far greater effect on their lives than everything else put together. They get their basic concepts of sex, marriage, and family life from what they have experienced in their own homes, not from what they see on a screen or read in a book.

Guidance and Its Rewards

As for the last of the three challenges, parents have a real responsibility in preparing their children for successful marriage. Again, if they have taught their children how to receive and to give love, their biggest task has been achieved. But there are other tasks more specifically related to marriage with which young people need help.

One is the ability to judge others intelligently. That boy whom Janie will some day bring home as your son-in-law, that girl whom Bill will some day take as his bride—what will they be like? Maybe, or probably, they will not be the ones you would have chosen, any more than your parents-in-law would have chosen you for their child. Our young people should understand, however, that the shy and not too appealing person may sometimes make the best mate and wear best through the years. The attractive, charming girl or the boy who seems to be "God's gift to women" may be good mates, too. Or they may be spoiled or immature children who never will grow up enough to accept the responsibilities of marriage.

In teaching your own children what marriage involves and what contributes most to its success, you are fortunate. Much research has been done, and a number of excellent books are now available for both high school and college ages. It is now possible for your children to train for successful marriage just as they might for any other profession.

We must teach our children, then, how to be acceptable to others. We must train them in love. We must teach them sound moral standards. We must educate them for successful marriage. What a task is this! It means work and worry. It means headaches and heartaches. But it means more. It means creatively furthering the development of your children. Often you will be distressed. At times you will be completely baffled. But as you have faith in yourself, in your young people, and in the growth process, many of your confusions will clear up. And yours will be the greatest of rewards—mature and upright adults who are products of your guidance.

Sylvanus Milne Duvall—author of Men, Women, and Morals and Before You Marry as well as other widely read works on marriage and family life—is professor of social science and religion at George Williams College. Like his wife, Evelyn Millis Duvall, he is well known as a counselor of both young people and their parents.



WHAT'S HAPPENING IN EDUCATION?

• *Our son is a bright boy with almost a straight A average in high school. We wish to send him to Harvard or Yale. Do you think he has a reasonable chance of being accepted, even though he hasn't attended one of the well-known private preparatory schools? How does he go about applying?*

—MRS. A. R. H.

I'll start with your last question: Simply send to the university for application forms. Your boy, like every student with an excellent high school record, has a reasonable chance for acceptance, although he will have considerable competition. Yale, Harvard, and Princeton are able to accept only one out of every four to six applicants.

As you know, the demand for college education is constantly growing, and all colleges and universities, private and public, are becoming more selective. On the other hand, all of them want students of outstanding ability, so encourage your son to apply to the schools he wants to attend. His high school guidance counselor will be of the most help in advising him where and how to apply.

Any university to which your boy applies will want a full transcript of his high school record. Many private institutions also require applicants to take College Board Examinations. If the counselor does not have an application blank for these, write to the College Entrance Examination Board, Box 592, Princeton, New Jersey. (Applicants living in the Far West send their requests to Box 2796, Los Angeles 27, California.)

What are College Board Examinations? They are nationally administered tests used by 165 private and public institutions as an aid to the selection of entering students. The examinations are given five times a year, though most students take them in December, January, or March. You won't have to go far to find a testing center. It is Board policy not to require an applicant to travel more than seventy-five miles. If necessary it will set up additional test centers.

Two kinds of tests are given. First, there is a test of *scholastic aptitude*. Usually given in the morning,

it does just what its name indicates—tests whether or not a young person has the type of mind and skills needed for success in college. Second, there are *achievement tests*, which check an applicant's progress in particular subjects: English composition, social studies, mathematics, science, languages, and so on. Most of the participating institutions require only the scholastic aptitude test. Those requiring achievement tests say so in their catalogues. The fee? Six dollars for the scholastic aptitude test alone; twelve dollars if achievement tests are also taken.

All completed test papers go to the Educational Testing Service at Princeton or Los Angeles for scoring and recording of grades on I.B.M. cards. The results are sent to the university or universities to which the student has applied. (They may also be sent, on request, to his high school.) These reports are strictly confidential, so don't ask for them. They will remain on file at Princeton in case your son wishes to apply to any of the other 165 institutions. The Educational Testing Service can give you a full list of these colleges and universities.

Do College Boards really predict success or failure? "We study what happens to students in colleges," one official of the College Entrance Examination Board told me. "We find high school grades to be somewhat more reliable than are the College Board Examinations. But the combination of high school record *and* the examinations becomes a highly accurate measure of a student's probable success."

How do the institutions use these tests? Well, each has its own admission policies. Each eagerly welcomes promising students. Each endeavors to ensure a broad geographical representation among its student body. College Boards are a factor here. Incidentally, certain state universities like California, Michigan, Penn State, and Vermont have begun using College Boards to screen out-of-state applicants.

If students from preparatory schools once had an inside track to the "ivy league" colleges, this seems less true today. More than half the students who take College Boards come from public schools, and they usually rank slightly higher, in most subjects, than do the graduates of private schools.

One final point: The best way to prepare for College Boards is to be a good student. Cramming is useless, say those who guide the program. Since the questions are designed to test one's ability to apply skills and information learned in the different subjects, memorizing facts won't help.

● *For our American Education Week program I am compiling some figures on teachers' salaries and the teacher shortage. A friend of mine in Chicago, who attended the national P.T.A. convention there last spring, wrote me that one of the speakers compared the average teacher's salary with a baby sitter's wages. The idea was that the baby sitter earns much more, for each child in her care, than the teacher. Can you tell me where to find this quotation?*—Mrs. E. M. S.

I can do better than that. I can quote it for you right here, using the 1955 *Convention Digest*, published by the National Congress of Parents and Teachers. The speaker was Waurine Walker, who was then president of the N.E.A. Her address took its title from the Bible: "There Is a Lad Here." The section you are interested in reads as follows:

"How many of you are encouraging your own children to become teachers? Whenever the public will attach to teaching the importance and prestige that are commensurate with the qualities that parents want in teachers, then we shall no longer have a shortage of competent teachers. Whenever teachers' salaries reach the point where you will encourage your son to consider entering the teaching profession, we may be approaching the right salary figure.

"Have you ever compared the cost of baby sitters and teachers? If a teacher had thirty-five youngsters in her classroom, and if she were paid the very lowest teen-age baby-sitter wages of twenty-five cents per hour for each child, her annual wage would be \$10,237.50. Today the average salary of teachers in the United States is slightly under \$3,800."

Miss Walker also gave some telling figures on the teacher and classroom shortage and what this means to the nation's children:

"In the United States 11,000 children are born every day. What does this tremendous increase in our future school population mean? It means that we need to construct some 120,000 new classrooms each year. Yet last year we built only 50,000. It means that we need to bring into our classrooms about 150,000 new teachers each year. Yet last year our colleges and universities graduated only 90,000 students qualified to teach, and a third of these did not take teaching positions. The result is that we are piling up a deficit of some 70,000 classrooms and 90,000 teachers every year!"

Challenging figures, these—ones we ought to think about during American Education Week.

—WILLIAM D. BOUTWELL

Notes on the White House Conference

MILLIONS of thoughtful parents and other citizens have a firsthand knowledge of what has proved to be a school emergency of considerable longevity. Nobody's going to have to suggest to them that they put a string around their finger or make a note on their memo pad to remind them of the dates of the White House Conference on Education. These citizens know the dates: November 28–December 1.

For four days two thousand men and women are going to meet in Washington, D. C. They will be coming from every state and every territory of the United States to probe and exchange views on school shortages—shortages more than a decade in the making, shortages that continue to mount daily. Even as the conferees gather on Monday morning, too many boys and girls will be sitting in obsolete schools, crowded schools, understaffed schools.

As an early step in the convening of the White House Conference, President Eisenhower appointed a committee of thirty-three men and women from the fields of education, law, publishing, business, religion, agriculture, and labor. In preparation for the meeting the Committee has made extensive studies of the six questions you will find listed on the back cover of this *National Parent-Teacher*. Each question is being studied by a subcommittee. Mrs. Rollin Brown, president of the National Congress of Parents and Teachers and member of the Conference Committee, is the chairman of the subcommittee on teacher recruitment.

Meanwhile throughout the country local, regional, and state-wide educational conferences have met to give citizens a chance to pool facts and views on school problems in their own communities. These gatherings have served to focus attention on local schools and their needs.

WHO WILL attend the meeting? The White House Conference Committee has sent out fourteen hundred invitations to states and territories. The number of invitations sent to any one state is based on its population, though every state is entitled to send at least ten delegates. Invitations have also gone out to three hundred national organizations (among them, of course, the National Congress of Parents and Teachers) and to three hundred guests, foreign observers, and congressmen especially concerned with education.

Among the chief outcomes of the meeting will be a final report on the significant and pressing problems in education today. This report, which will be submitted to the President by the Conference Committee, will take into account the Committee's own studies, the findings of the state conferences, and the results of the White House Conference. Like the Conference itself, the report will be limited to findings on the elementary and secondary schools.

This is a meeting without precedent. Never before has a conference of such scope been held here. Yet obviously a four-day conference is not going to produce better schools overnight. Neither the committee of thirty-three nor the conference of two thousand can wave into existence the thousands of classrooms we need or solve the other major problems that confront us. The success of the Conference will depend on how quickly and how well its suggested solutions are put into effect in our own states and communities.

Look for reports of the White House Conference on Education in forthcoming issues of the *National Parent-Teacher*.



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Department of Health, Education, and Welfare
Public Health Service, Washington 25, D. C.

September 20, 1955

DEAR MRS. BROWN:

Thank you for your letter of September 15 and for your continuing interest in the progress of the poliomyelitis vaccine program. In reply to your three specific questions, the current situation is as follows:

Evaluation of the effectiveness of the vaccine

As you know, the 1954 field trials demonstrated the vaccine to be 60 per cent effective against Type I poliomyelitis and 70 to 90 per cent effective against Types II and III.

Only preliminary data are available at this time on the 1955 experience, and it is not yet possible to report conclusive findings. However, reports from a few of the states indicate favorable early trends. These preliminary data indicate both that the vaccine has been effective in lessening the attack rate of poliomyelitis and that the percentage of paralytic cases occurring in vaccinated children is lower than in those who were not vaccinated.

Vaccine supply

To date a total of 21,165,000 cc. of vaccine have been released by the National Institutes of Health. Of this amount, 12,661,000 cc. have been made available to the National Foundation for Infantile Paralysis, and 7,941,000 cc. have been released for interstate distribution through public agencies and regular drug distribution channels. Vaccine released under the voluntary plan for interstate distribution is available for any child five through nine years of age whose vaccination was not completed under the National Foundation for Infantile Paralysis program.

Our Surgeon General on the Salk Vaccine

Just before the National Board of Managers meeting in September, Mrs. Rollin Brown, president of the National Congress of Parents and Teachers, wrote to Leonard A. Scheele, M.D., U.S. Surgeon General, asking him three questions about the polio vaccine that are very much in the minds of all of us: Have we had enough experience to evaluate the effectiveness of the vaccine? What is the status of the vaccine supply? What changes have been made in the testing procedures? We publish here Dr. Scheele's clarifying reply.

About six and one-half million children received first injections under this program. It is likely that the major portion of the Foundation's need for vaccine for second injections has now been satisfied.

It is not possible at this time to predict exact production and clearance schedules for the future supply.

Changes in testing procedures

In order to assure that the vaccine is as safe as medical science can possibly make it, the new safety standards require the testing of larger samples and more frequent sampling in the process of preparation than did the previous standards. In addition, safety tests are now required on the vaccine after it has been bottled in the final containers.

I appreciate very much this opportunity to review the current status of the program with you and to reaffirm our confidence in this vaccine. We regard it as a major advance in the prevention and control of a disease long dreaded because of its killing and crippling effects.

I am sure you will impress upon your National Board the extremely important role of all parents and teachers in the program's success.

Sincerely yours,

Leonard A. Scheele

SURGEON GENERAL

Note. Parents and teachers will be interested in a new and informative pamphlet just issued by the National Foundation for Infantile Paralysis entitled *The Polio Vaccine: Questions and Answers*. You may obtain a copy, free of charge, from your chapter of the National Foundation.



The Teaching

Jesse Stuart

Author of *"The Man with a Radio-Teague Pen"* and *"The Thread That Runs So True"*

© Chicago Public Schools

WHEN I recall the great teachers I have known, I think first of Alice Boswell, who taught mathematics in the high school of which I once was a principal. I myself had failed both algebra and plane geometry in high school, but if Miss Boswell had been my teacher I would not have failed. In later years I went back and mastered these subjects so that I could teach them. But I couldn't really teach them, even after I'd learned how to solve problems and reason propositions, until I sat in Miss Boswell's classes and listened to her.

A Teacher and Her Art

Beyond her teaching there was something in the personality of this teacher that made her unforgettable. I had often heard other women teachers whisper about Miss Boswell's clothes. She wore long dresses, longer ones than any of the other teachers wore, and they were always trimmed with frills and laces. Miss Boswell was large. She had thin lips, a tight little mouth, keen black eyes, and black hair. If a few hairs in her head changed color, she changed it back. Her eyebrows were carefully groomed, also her eyelashes. There was always a little curl on her forehead. Each day she wore a different dress and the curl on her forehead was slightly changed, so her appearance never became monotonous to her students.

Here is the fascinating way she taught high school algebra and plane geometry: She said that algebra was akin to poetry and music. An accomplished

pianist herself, she coordinated the exactness of algebra and music and explained the rhythm of algebraic symbols and musical notes. In the beginning she never rushed her students but, lecturing daily, taught them by rote until they became interested in the subject. She told them algebra and plane geometry were as easy to learn as the alphabet. And the way she taught them they were.

She went beyond mere subject matter. In her plane geometry classes she taught the beauty of lines—just a straight line and an angle. She made her boys and girls aware of the lines in their clothes. Many times in the autumn she took her geometry class outside the schoolroom. With white heavy cord—cord that wouldn't give and with stakes to set in the ground they surveyed walks and made foundations for buildings. The immaculate white cords stretching over the brown, barren ground not only fascinated her own class but every student in the high school. It took Miss Boswell to show me there was beauty in plane geometry and in algebra.

Lessons from the Good Earth

Of my three instructors in agriculture, two of them were practical men. They taught the boys what to raise on their farms to make money. They taught them methods of soil conservation, crop rotation, the better breeds of poultry, livestock, and swine. All their teaching ended with the value of dollars. This was all right, well and good. But the third teacher I had—a young, pink-cheeked man, Fred

Example

Hatcher—gave them this and something beyond. He mentioned dollars and cents only by implication.

Once I went on a field trip in the early spring with him and his agriculture class. We went to a field where the long drilled rows of corn had just broken through the soil in an Ohio River bottom. Fred Hatcher took from his pocket a handful of shelled corn and called his class around him. He showed them how perfect were these corn grains that had produced the young corn in the rows. Then he had his students get down and observe how beautiful the slender stalks of young corn were. He discussed the beauty of a stalk of corn until it became a flower. There on the spot I got the idea for a poem, which I wrote and sold to a national literary magazine. I had raised corn all my life, but this teacher gave me a new awareness of the beauty of the grain, the seed germination in the good earth, and the beautiful flower that helped to sustain man and animal.

When we discussed landscaping our large high school playgrounds it was this young agriculture teacher who offered the idea of getting our trees from among the evergreen and deciduous trees growing on our native hills. We liked his suggestion, so he took his boys to the hills and gathered young trees and transplanted them on our school acres. What could be better teaching than this? He taught a subject that was endless for natural beauty. He saw in his teaching something beyond the practical. Even the girls wanted to take agriculture. His classes were filled to capacity.

Have you known teachers like these?

**They have made their lives count mightily
in the making of America.**

**Jesse Stuart, himself an educator, pays them
a well-merited tribute.**

"Be It Ever So Humble . . ."

One of the most important high school subjects for the present and future generations has been the most neglected—home economics. Never in my teaching have I known it taught in its fullest possibilities. When I was a high school principal, if my school had been big enough I would have departmentalized home economics. The majority of the girls we teach in high school will in a few years be home builders. We know the importance of a beautiful, well-kept home in American life. As a general rule we find that juvenile delinquents are children fleeing from homes devoid of a good homemaker's personal touch.

In my county high school system I had a young teacher, Janice Starks, who taught in a remote rural school. She was teaching eighty pupils, from the first grade through the eighth. However, her school was one of the prettiest of all the rural schools in our county. The majority of her pupils loved the attractive schoolhouse Miss Starks made for them more than they did their own homes. They came to school too early and often stayed too late.

In the autumn months Miss Starks, with the help of her pupils, decorated her school with wild flowers and leaves. Here I found sumac branches with red berries, sassafras twigs with bright leaves, and wild mullein plants used for decorations. In winter her boys found holly, mistletoe, cedar and pine boughs, wild bittersweet, and greenbrier vines with their little clumps of dark green berries. Briers were

evil things until Miss Starks showed her pupils their beauty in decoration.

In her limited time for classes Miss Starks not only taught her pupils subject matter; she taught them the beautiful things they had overlooked, growing on their rocky, infertile soil. Every time I visited her school, I thought "What if every rural school in America had a teacher like Miss Starks, who could teach boys and girls the beauty found in their drab surroundings and make a lovely home for pupils out of a schoolhouse that needs painting and repairs?" If every rural school in America had a teacher like Miss Starks, future generations would live in far more beautiful homes, regardless of their incomes. She is a builder for future America.

I visited her school often because I thought she was a great teacher. Miss Starks taught in a school so inaccessible in winter she had to ride a mule to get there. Once I asked her if she would take a course in home economics, so that I could recommend her to teach in the county high school. She refused because she wanted to teach youngsters on the elementary level. When we transferred her later to a graded school in a small town, she did the same thing there. She had the prettiest room in the school.

Language Brought to Life

Perhaps the subject that is taught by the greatest number of good teachers today is English. This is not to say they are all good. There are many English teachers who do not see beauty in language structure. Many fail to teach our great literary traditions in association with our country's growth.



© Eva Luoma Photos

But in the schools where I have taught and in those I have headed, there has never been a time when I have not had an excellent English teacher.

Mrs. Lanning was one of these. She taught grammar in such a way that it became a concrete thing. Each part of speech was somehow related to building materials and carpenter tools. Verbs were hammers and handsaws, conjunctions were nails that held boards together, nouns were boards, and adjectives were various colors of paint. Mrs. Lanning and her pupils, after acquainting themselves with tools and materials, built a house. First they worked on a sentence that was a part of the foundation. They diagrammed sentences on the blackboard until diagramming became almost an exact science and a thing of beauty. Pupils learned it was very simple the way Mrs. Lanning taught. With these sentences they made a paragraph which was the end, side, or roof of a house. Then they tied a number of paragraphs together to make the whole of a house. And when they had finished the process they had an essay, a theme, a story.

In a very small high school which I headed, Miss Winifred Madden taught our literature, English and American. Stories and novels and poems were things of beauty to Miss Madden's students. She said her first object was to get their interest. So when she taught a story or a novel she briefed her students on the background of the story, its period in history, and the author's life. She took them back into another day and time, to when and where the story was created. If a poem was about a river, a railroad, or just a grove of trees, she took her class to a similar place. Once when she was teaching that brief classic, "In Flanders Fields," she took her class to a field where poppies were in bloom and waving in the wind.

Her boys who claimed they didn't like poetry and couldn't understand it got the full meaning of her teaching; they saw poetry in a new light. They soon had their own ideas on poems because after reading one their minds formed pictures of what they had read.

Influence Unlimited

If we only had in America today more teachers who could teach beyond—and still include—the required subject matter, teachers who could inject beauty into their teaching, we could change the face of America in a short time. We wouldn't find the streets in our small towns and cities littered with piles of rubbish, and we wouldn't have our nondescript and ugly rows of houses in coal mining towns.

Inspirational teachers can have a profound influence upon the youth who will later occupy state and national positions and influence a nation. Let us hope and pray that this influence is good, for the betterment of our people.

Hunter H. Comly, M.D.

Can They Be Spoiled

by Love?

This is the third article in the 1955-56 study program on the preschool child.



© H. Armstrong Roberts

TOMMY was just turning into the driveway in his new toy fire truck as Mrs. Brown called out the front door, "Time to come in for your lunch, dear. Come on in, and let's wash our hands!" Tommy scowled as he looked at his hands and set his jaw. Turning his car around, he pedaled it rapidly down the sidewalk away from his house and mother.

"Oh, dear!" thought Mrs. Brown. "Another one of those sessions is on the way." Then, "Tommy, please come in now. Your soup will get cold."

A common enough situation, you think. But how much should we read into this little episode? Is Tommy's defiance part of a general rebelliousness? Is he spoiled? A potential delinquent? Or is he just passing through one of those phases he will outgrow in time?

As we think this problem through together, I believe most of us will agree that we need many facts before we can answer our questions—more facts than could be compressed into a few pages. So instead of setting forth all we need to know about Tommy, let us consider a point of view that may help to evaluate similar situations involving little boys and girls like Tommy.

Children have not always been the center of so much mass debate and anxious concern as they are today. Only a few generations ago parents felt enough conviction and certainty about the major issues of child rearing to be able to act spontaneously and directly when faced with conflicts. Children, sensing this assurance, had less need to test limits and hence were less anxious and confused.

Twilight of Tradition

But as the impact of the Industrial Revolution has made itself felt in ever widening circles, parents' confidence and self-assurance have been increasingly shaken. A hundred years ago Mrs. Brown would probably have been living in a neighborhood where people shared similar traditions, ideas, and goals. Having come from a large family herself, she would have learned much about child rearing in the course of daily life. In a conflict situation like Tommy's she would have acted promptly and with little uncertainty, clearly revealing what she expected of her young son.

Our modern Mrs. Brown, however, was probably one of two or three children at the most. Quite

likely when she was a child her parents lived in several communities and in each one were affected by the prevailing local ideas of child rearing. Hence she is much less guided by built-in and traditionally determined customs than were her grandparents. Instead she is forced to look to her neighbors or to some authority for reference points and guides. Furthermore, it is likely that Mrs. Brown's own parents followed the idea that children should be kept to a meticulous schedule—in feeding, in cleanliness training, and so on. During the post-World War I years there was great concern that baby care be standardized. The authority of the doctor or the child expert became greater as the parents lost sight of older, more spontaneous methods of child rearing.

The doctor, for his part, was now freed to a considerable extent from the task of dealing only with emergencies of life and death. New developments in sanitation as well as the use of inoculations, the "miracle drugs," and other advances gave him time for a closer look at children's problems. It became more and more apparent to him that each baby is a distinct individual, with special rhythms, growth patterns, and tendencies uniquely his own. So he began to advise parents against regimentation, against allowing the baby to "cry it out," in favor of care tailored to the baby's own nature. Herein, at least in considerable part, lies the reason for much of the confusion that leads bewildered parents to ask "Can they be spoiled by love?"

Just what do we mean by "spoiled"? The word



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needs careful definition because it is so often used quite loosely. Usually it seems to mean a person who acts younger than his years, who is too self-centered and has insufficient regard for the feelings and rights of others. Usually too the people using the word convey the idea that the cause of a spoiled child's immaturity is overindulgence, which is often mislabeled love. The way to avoid spoiling, they feel, is to apply more discipline, by which they mean punishment.

"Love" is another word that has almost as many definitions as there are people who use it. We speak of the baby's love for his bottle or the toddler's love for his teddy bear. Romantic love is idealized and exploited commercially to sell cosmetics, soaps, and tooth paste.

How are we to define such an elusive thing as love? We must recognize that it is part of life and growth, that it develops and ripens (or at least should) like other human capacities. The infant loves his bottle but as yet has no concept of caring for it. The toddler loves his teddy bear when he is put to bed at night and must accept its companionship instead of his mother's. But his love isn't mature enough as yet to prevent him from pulling out the bear's eyes when his little fingers itch to find out what's behind them. On the other hand, in only a few years this child will be very protective of his baseball mitt or his new bicycle—or his new brother or sister.

If love, like muscular strength or coordination, grows as the human being grows, what are some of the things that aid or thwart its growth? We know that just as a young sapling needs protection from drouth, from cold, and from the burning rays of the sun, so does the young baby need special protection. Just as the sapling's requirements change with time and progress, so do the child's. The time comes when the sapling no longer needs the shelter of the bigger trees. In fact, it is dwarfed if its own growing space is too crowded—spoiled by too much protection.

Love Has Its Stages

Thus it is with the growing child. His parents first express their love by carefully protecting him from too harsh stimulation of any kind. Later their love helps clear the way so that the child can learn about self-protection.

A vital, dynamic, expanding, and ever maturing love, then, is fundamentally necessary for the growing child. It is a love that meets his emotional needs in appropriate ways and at appropriate times. The "spoiled" child is really one whose emotional needs, though perhaps adequately met at some times and in some ways, have been overlooked at other times and in other ways.

A baby's needs are quite specific. But what are some of the important needs of the preschool child—

needs that must be satisfied if he is to feel sure he is loved?

The child who once felt reassured and worthwhile when he was happily fed, and promptly picked up to be cuddled when hurt or bored, now gets reassurance from having his ideas given consideration. Also, because he is still an imperfect master of his body and feelings, he may under excitement spill things or have toilet accidents. He needs to have these mistakes calmly accepted, by parents who are confident of his growing capacity for control. Inevitably frustrated by people about him, he needs a chance to express his anger—either in fantasies or in aggressive action that is nevertheless so controlled that it does no real harm.

Above all, he needs to feel that none of his actions can ever seriously or permanently interfere with the fondness and affection his parents bear each other. For it is by automatically imitating them that he learns the foundations of mature love and becomes ambitious to want to grow up and be like them.

Time Brings Trials

Moments of despair come when he finds he has to share his mother's time and affections with his father and with younger brothers and sisters. She goes off and leaves him when he calls her, so why shouldn't he try to do the same to her (as perhaps our Tommy Brown did)? In his disappointment he turns to other people for companionship and affection. Even as a preschooler he may become very devoted to a child or adult outside the family. This may be a very poignant situation for the parents, but it is one that must be treated with respect, not ridiculed or considered "puppy love."

As the child's powers of observation grow, his curiosity flourishes, and the period of seemingly endless questions begins. Those of greatest import have to do with his body and its functions, with concerns over birth, things that may harm him, and the whole matter of death. Now the parents show him their love by giving him thoughtful, honest answers.

While he is gradually learning the difference between fantasy and reality, between *thinking*, *talking about*, and *doing*, the preschool child needs ample opportunity to express his ideas verbally and in play. And his parents give love in harmony with his needs when they accept, without anger or severe condemnation, his hostile thoughts. Their composure reassures the child that thoughts are only thoughts and that he really isn't capable of the serious actions that worry him.

What is being described here is *permissiveness* with respect to the expression of true feelings, not *permission* to act in socially unacceptable ways. When parents step in to stop a really dangerous or dishonest act, the child—even though momentarily

frustrated and angry—will later accept this act as a demonstration of their love.

Just as a person grows and matures, so does a culture, or a civilization. There are many signs of healthy growth within our culture, many changes that will be reflected in better health for our children and more self-confidence among parents. A shorter work week will provide more leisure for shared family experiences and play. The fact that more families own their homes will result in a greater permanency of ties between people and deeper emotional investments in community living. Parents are learning to enjoy their children, and larger families are good insurance against both loneliness and maternal overindulgence. More experience with child rearing is becoming the rule.

Keyed to Confidence

With more stable families and neighborhoods, with new knowledge about children's needs, with better provision for these needs being made in home, school, church, and community, the psychiatrist of the future can expect to deal with fewer self-centered, confused, immature, stunted, or "spoiled" personalities.

So perhaps we and Mrs. Brown worry too much about Tommy. And perhaps he senses from our anxious looks and actions that we expect something less than acceptable behavior from him. As he struggles to gain control over his feelings, we can help him advance beyond self-centeredness if we trust that with time and maturing love he will outgrow his immaturities.

Suppose that we parents and teachers, in our uncertainty, convey to a child our fears that he may not grow up. Or suppose we carelessly label a youngster as "spoiled" or "predelinquent" without sufficient information about him. What are we doing to him? We are holding up to him an image of himself that he would prefer to ignore or forcibly put out of his mind. Never have I seen a "spoiled" person who really had a good opinion of himself, despite his surface appearance of smugness and self-satisfaction. Therefore, by radiating confidence and trust in the growing child, we provide him with the necessary pleasant self-image that encourages continuing emotional growth.

Hunter H. Comly, M.D., assistant professor of pediatrics and psychiatry at the State University of Iowa, will be appreciatively remembered by our readers for his able direction of the preschool study program from 1949 to 1952. A recent letter from Dr. Comly brings us the news that "our family has expanded, the total now being five children, with the youngest just having had his second birthday."

TELEVISION

MINUS



Pupils in a Madison, Wisconsin, classroom get ideas for many fascinating things to make and do while they watch *Let's Draw*, as televised by WHA-TV, the University of Wisconsin station.
© University of Wisconsin

HAVE YOU recently found it possible to turn on your television set without becoming involved with arsonists, kidnapers, dope peddlers, or killers, or with pseudo authorities who hint darkly at dire consequences if you fail to use a certain laxative or deodorant? Have the fourth-, fifth-, and sixth-graders in your family developed a sudden and unusual interest in schoolwork? Has your teen-age son taken to tinkering with vacuum tubes and rheostats instead of souped-up car engines? Has Grandpa decided to finish high school and take college courses? If you have become conscious of such developments, the chances are you are among the thirty-seven million Americans who live within range of one of twenty-one educational television stations now in operation.

Most of these stations operate on special channels set aside for educational use. The rest of them hold commercial licenses, but two of these operate noncommercially and three carry only selected paid programs in addition to educational features. All provide viewers a maximum of entertainment with a minimum of gore.

If you live in Mumford or Birmingham, Alabama; Lincoln, Nebraska; San Francisco, California; Chapel Hill, North Carolina; Boston, Massachusetts; Detroit or East Lansing, Michigan; or Cincinnati, Ohio, you have access to a wide variety of programs that feature both education and good entertainment—all without crime, violence, or commercial advertising. And if your home is in New York City, Denver, New

Orleans, Miami, Oklahoma City, or any one of a dozen other cities scattered across the nation, the same sort of service may soon be available to you.

Noncommercial television is new. The first such station, KUHT-TV in Houston, took the air as recently as May 25, 1953. Public demand for noncommercial educational television outlets arose from two sources. First, a substantial portion of the viewing public had long felt that commercial program schedules were too heavily loaded with crime and horror shows, bad commercials, and overly dramatized news events. Second, commercial telecasters had often found themselves completely unable, despite heroic efforts, to provide all the services required by schools and public service agencies.

The decision to license noncommercial TV outlets was made by the Federal Communications Commission after representatives of 838 educational and public service agencies presented sworn statements that such stations were needed. On April 14, 1952, the FCC set aside a total of 242 TV channels for noncommercial use. The number has since been increased to 258, and it is estimated that, were stations to begin operating on all of them, 95 per cent of the population of this country could be reached.

The FCC also restricted ownership and operation of noncommercial TV stations to nonprofit public service organizations and ruled that facilities of such outlets must be available at cost to all accredited educational agencies within the community.

A New Era for TV

The development of noncommercial television has been greatly assisted by three national organizations. The Joint Committee on Educational Television has furnished educators with legal and technical advice, and the National Citizens Committee for Educational Television advises citizen groups on organizational matters. The Educational Television and Radio Center at Ann Arbor, Michigan, provides an exchange service for films and program ideas. All three receive financial support from the Fund for Adult Education of the Ford Foundation, which has

Al McGee

TORTURE

set aside eight million dollars for the development of educational television.

Finances for noncommercial television have come from many sources. State legislatures and other government agencies have provided more than \$5,000,000 to make studies and build stations. In St. Louis on a single evening six thousand women rang doorbells and collected nearly \$100,000 to help get KETC-TV on the air. In Seattle Mrs. A. Scott Bullitt, president of commercial station KING-TV, contributed \$182,000 worth of transmitting equipment to the community effort that resulted in establishment of KCTS-TV. As many as 300,000 persons have made cash contributions to the Chicago Educational Television Association. School children in Pittsburgh, New Orleans, Cincinnati, and Boston have given nickels and dimes to local projects.

Enlightenment and Delight

Noncommercial telecasters attempt to provide high-quality entertainment for the general public and as much formal education for as many types of students as possible. Strangely enough, they have found these two objectives to be highly compatible. One man's entertainment, it seems, is often another man's education.

For example, casual home viewers in Seattle who turned from soap operas to noncommercial KCTS-TV during a recent series of Friday afternoons were amazed to find themselves becoming thoroughly interested in such oft-neglected creatures as starfish, clams, and sea urchins. Through some subtle magic born of her own great enthusiasm, a pert and perky lady professor of zoology, Dixy Lee Ray, was making the trials and tribulations of a fiddler crab seem more important than the troubles of *John's Other Wife*. What most of the home viewers did not know was that the program was at the same moment making a substantial contribution to the education of some three thousand students, aged ten to sixty.

Five groups of students were involved in these *Animals of the Seashore* programs. The first were undergraduate members of Dr. Ray's zoology classes

at the University of Washington. It was they who gathered the specimens of marine life from local beaches and prepared them for exhibition. Movies were made of these operations for TV use. The second group were University of Washington graduate students engaged in laboratory research. With their assistance photographs were taken through microscopes so that viewers might look into a world too small to be seen with the unaided eye.

A third group were university students completing their fourth year of professional radio-television training. They operated television cameras, microphone booms, and movie and slide projectors and served as studio floor managers. The proficiency of this student crew was amply demonstrated when a local commercial TV station hired them all, on a part-time basis, even before graduation. A fourth group, pupils enrolled at Edison Technical School (a vocational training center run by the Seattle Public Schools), operated and maintained the station's transmitting equipment for *Animals of the Seashore*.

The fifth and largest group of students who bene-



Know Your Child, a program of special interest to parents, is here being telecast by advanced student technicians at KCTS-TV in Seattle. Featured performers are Constance Thomas (right), speech correction expert for the Seattle public schools, and Elizabeth Johnson, teacher at Jane Adams Elementary School.

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Fannie Blair teaches English on *High School of the Air* over WQED-TV, Pittsburgh—the program that enables viewers to earn credits toward high school diplomas. © John Murphy

fited from the production were fourth-, fifth-, and sixth-graders in some seventy Seattle and King County elementary schools, for whom the program was a regular part of their classroom instruction. By turning a control knob once each week, teachers were able to bring into their science classes a recognized expert with up-to-the-minute information.

As each program in the eight-week series was televised, it was also recorded on film so that it could be shown by other noncommercial television stations throughout the country.

With minor variations, the process just described occurs several times daily in twenty-one cities scattered across the United States. Program content ranges from ballet and symphony music to sports events, from fairy tales for wee tots to discussions of the problems of the aged. Small wonder that educators are calling television the greatest aid to the spread of knowledge since the printing press!

Curriculum of the Air

In Pittsburgh WQED-TV, over its *High School of the Air*, telescoped two full years of high school English into eighteen telecasts, and a year each of algebra and world history into like numbers of programs. At the end of the first semester, 71 per cent of the students passed tests administered by the Pennsylvania Department of Public Instruction. Eighteen of the group who completed the courses were inmates of a western Pennsylvania penal institution. Credits earned count toward high school diplomas and college entrance requirements.

At Madison, Wisconsin, WHA-TV has been on the air since May 3, 1954. During its first eight months of operation, ten departments at the University of Wisconsin produced a total of 165 hours of live programs over this station. Subjects included farming, home economics, psychology, foreign languages, drama, medicine, art, music, news, sports, and weather—in fact just about everything except

horror shows and commercial announcements. *The Friendly Giant*, a children's program originated by WHA-TV, has been chosen for national distribution by the Educational Television and Radio Center.

An audience penetration survey of KUHT-TV, Houston, has indicated that 700,000 viewers watch one or more of the station's programs each week. A course in elementary psychology has attracted from 8,000 to 10,000 viewers for a single program.

In St. Louis, on February 22, 1955, KETC-TV inaugurated the first telecourse ever offered for college credit in that area. The result was 140 credit and 1,060 noncredit enrollments and an audience estimated at 125,000.

Michigan State College at East Lansing had been using television equipment in "closed circuit" operations for nearly three years before January 15, 1954, when WKAR-TV took the air. Its filmed shows had already been carried by no less than five commercial TV outlets. WKAR-TV is one of two educational stations that hold commercial licenses but broadcast noncommercially. It now telecasts six hours daily.

After a brief testing period, WTTW-TV, operated by the Chicago Educational Television Association, plans to telecast thirty hours each week Monday through Friday.

More than thirty educational institutions that lack television transmitting stations of their own have facilities for producing filmed shows for use elsewhere. Typical, perhaps, is the installation at the State University of Iowa, Iowa City, which, in addition to complete studio equipment, has a Kinescope recorder, motion picture cameras, a fully equipped laboratory for processing and printing films, and a completely equipped laboratory for dubbing sound on film. The facilities are also utilized as a teacher training and research center.

Noncommercial television is an extremely healthy infant. In the three years since it first saw the light of day, it has grown to be a \$25,000,000 prodigy. In addition to the twenty-one stations now in operation, a number have reached the advanced planning stage and twenty-six hold construction permits or have applications pending before the Federal Communications Commission. Educators have demonstrated its utility as a teaching medium. Indeed, television minus torture seems well on its way to becoming an adult with a respected place in the American way of life.

Al McGee says facetiously that he dates his interest in education from the day when he saw school board members listed on a bronze plate in his hometown high school. Some years later he himself, fulfilling his ambition, was elected to the school board. A free-lance writer and public relations specialist, Mr. McGee has also served his local P.T.A. in Granite Falls, Washington, as publicity chairman.



LET'S

READ

MORE

The 1955 Book Week poster, in full color, was designed by Garth Williams, noted illustrator of children's books—among them *Charlotte's Web* by E. B. White. Posters are available at thirty-five cents apiece from the Children's Book Council, 50 West Thirty-third Street, New York 19, New York. Many other program aids have been prepared by the Council: book marks and streamers, plays and scripts, films and records. The Council's free *Book Week Manual* lists them all.

READING is a stubborn habit. Once it has taken hold of you, it just can't be broken. The awful truth is that reading can keep Father from mowing the lawn. It can make Sue forget to set the table. It can lift the lid right off Mother's mending basket.

But these things can't be helped, nor should they be. For man is soul-hungry as well as body-hungry, and books are a soul-filling substance. Man has a craving for life in abundance—more life than he can live in twenty-four hours a day, more experience than he can cram into his threescore years and ten. Man is a sharer of experience because sharing multiplies experience. He is a born storyteller and story listener.

Man has a mind-and-spirit thirst as well as a body thirst. He craves knowledge and understanding—knowledge of the world he lives in, understanding of other people and himself. He is a *why*-asking and *how*-asking creature. The little child asks, "Why is the sun red? Why can't Rover talk? How does the juice get into grapefruit? How do you make a plane fly?" Books are food and drink for the soul and the mind.

A child wants stories. He wants information. He loves the sound of the human voice. He loves the companionship of sharing. To the teller of tales and the reader of stories he cuddles close. But what a wonderful day when he finds he can read by himself! No longer does he have to wait for Mommy to finish the dishes or Daddy the newspaper before he can have a story. No longer does he have to wait a week for the story hour at the library. He stands tiptoe on the mountain top, and the wonderful world of books is at his feet.

Tips on Titles

But our little explorer needs guidance in the world of books. Not too much, but some. Parents, teachers, and librarians can supply it. When parents themselves want help in this job, they may find it in the lists of children's books furnished by libraries, library and teachers' associations, the National Congress of Parents and Teachers, and other organizations. And once a year they get not only help but

encouragement and inspiration during observance of Children's Book Week.

"Promotion of Children's Book Week, as a means of drawing public attention to good books for children, has been a major project of P.T.A.'s since 1920," Mrs. Aaron E. Margulis, chairman of the National Congress Committee on Reading and Library Service, reminds us. "That was the year when the American Library Association first gave its support to this annual campaign." She urges every P.T.A. to arrange some observance of this week. Exhibits of children's books or community book fairs can be planned with the cooperation of local or state libraries or of local bookstores. The attractive Book Week poster can be displayed in downtown stores and other public places. Radio and television programs dramatizing the value of good books in the home can be broadcast over local stations. Mrs. Margulis suggests that such programs offer an excellent opportunity to point up the need for a library in every school and the importance of adequate public library service in building better communities.

Free Passage 'Round the World

Book Week strengthens our resolve to lead our young adventurers into the vast and wonderful world of books, not just once a year but every day of every week. Without a passport, without airplane fare in our pocket, we can be whisked to India, Egypt, Greece, or Norway. We can dwell in Rome or ancient Athens. We can go down to the sea in ships or up to the moon in a rocket. We need no letter of introduction to meet the greatest men and women of all time and avail ourselves of their wisdom.

In books we can be charmed by familiar drudgeries or enchanted by the distant and the unknown. In books we can find laughter and tears, comfort and solace, and sound scientific fact. From books we can learn to make a garden or split an atom. Above all, books mirror man's problems and perplexities, his dreams and his deeds. They lift us closer to self-understanding and an understanding of others. All we need is a library and the will to explore its resources. Let's have more libraries! Let's read more!



New Castle Aids Adult Education

"I'M TAKING a course in ceramics. . . ." "At last I'm learning to type! . . ." "I'm making a dress in my sewing class. . . ." Comments like these are being heard today all over the country as millions of men and women enroll in adult education classes. But in some states public funds are not available for such education, and grownups are denied this opportunity unless their own communities make a concerted effort to meet their needs. Here is the story of what happened last year in New Castle, Delaware, when the New Castle Special School District P.T.A. decided to take the initiative.

The P.T.A. council of the district, led by Herbert Peckham (now state congress president), appointed an adult education chairman to see what could be done about setting up a program. Then the board appointed James C. Moffett, Jr., vice-principal of the high school in the district, to organize adult education in New Castle. He and the council chairman sought help from the service groups in the community and from each of the four P.T.A.'s in the district. Typical of the service groups that aided with the planning phase were the local Lions Clubs, Kiwanis, Rotary, and the American Legion.



Typing classes are popular in New Castle's adult education program.

The steering committee first set out to answer the question of needs. What kind of education did the adults in New Castle want? The courses most desired by the members of these various organizations would, the committee believed, represent the interests of the community as a whole. This survey of community needs before organizing any classes proved to be an important factor in the success of the New Castle program.

In Delaware most adult education programs that are initiated on the local level tend to emphasize arts and crafts and the increasingly popular parent education field. Crafts are perennial favorites, perhaps reflecting the current interest in hobbies, home repairs, and other "do-it-yourself" activities. New Castle adults, too, wanted this type of training, and plans were therefore made to include it in the new "curriculum."

But the committee's survey showed that arts and crafts, although popular, were of less interest to New Castle adults than subjects and skills that would better equip them for the business world. They wanted classes in typing and accounting and bookkeeping—courses that would prepare them for new jobs or would help them advance in their present ones.

Another subject that appealed to a large number of women was sewing—not a surprising choice in a community made up chiefly of young parents. These wives and mothers wanted to learn how to make their own and their children's clothes as well as draperies for their homes.

Fashioned To Fit Needs

The schedule of classes was drawn up to include these and other subjects in which the greatest interest had been shown. Typing and bookkeeping classes were to meet twice weekly for twelve weeks. Most of the other classes, such as sewing, crafts, and physical education, were to be held once a week for an eight-week period.

Now that needs had been pinpointed, the next problem was how to finance the program. The classes could meet in the school buildings; the school district would supply the school facilities without charge. But how would teachers' salaries and materials be paid for? The planning committee decided that each student should be charged a small fee, ranging from three dollars for a physical education course to seven dollars for the typing course.

The salary of the teachers was set at three dollars an hour, and the teaching staff was recruited mainly from the schools. Since most of the men teachers sought outside employment to supplement their income, they welcomed the opportunity to teach adult classes instead of working as guards at factories or as salesmen in retail stores. In this way they were able to make better use of their educational training and serve the community at the same time.

Brochures on the proposed classes were prepared and distributed to parents, through their children in school, and to the service organizations. Copies were attractively displayed in neighborhood supermarkets and other stores, so as to reach as many people as possible.

Planning Pays Off

When registration night arrived, 115 persons lined up to enroll in the classes. The planning committee felt that this was an exceptional turnout for a district of approximately 16,000 residents.

As was to be expected from the survey findings, the sewing and typing classes were the most popular. The sewing class had a registration of thirty—the maximum number that could be accommodated—and many applicants had to be turned away. Another favorite class was beginning typing, where thirty-five persons swelled the classroom to capacity. Classes in woodworking, metalcraft, and ceramics were well attended, and close behind came leathercraft. Physical fitness classes, open to both men and women, had fewer participants.

Many of those attending the class on bookkeeping and accounting were employed persons seeking job advancement. The typing students, on the other hand, were usually high school graduates of the 1930's and early 1940's who desired to acquire a skill that might be useful to them in finding clerical positions.

Teachers as well as students were enthusiastic about the program. One high school teacher, who had never before had an adult class, commented that it was inspiring to teach people who came to school because they truly wanted to learn. Since none of the courses carried credit, there was no competition for grades but instead an eager willingness on the part of everyone to learn a task or a craft. (The reactions of this instructor might well be used as "selling points" in persuading more teachers to serve in adult educa-

tion programs and to assist with the organization of programs in their own fields.)

A year ago nation-wide attention was focused on Delaware as a result of the controversies at Milford concerning the new integration laws handed down by the Supreme Court. Because some parents at Milford did refuse to accept desegregation, it was a common impression that all parents in Delaware sympathized with their action. However, this was not true in the northern part of the state, and we can point to the adult education program at New Castle as an example. Several Negroes enrolled in the classes, and Negro and white students worked and studied side by side without one complaint being aired to administration, teachers, or P.T.A. groups.

A Balanced Budget

The committee's worries, however, were not over. Would the predetermined fees cover expenses, especially those of classes in which enrollments were small? But when all the money was collected and bills paid, Mr. Moffett discovered that income and expenses balanced exactly: credit, six hundred dollars; debit, six hundred dollars!

The program for the present year is bigger and better than last year's. At the end of the first school term in June, a questionnaire was distributed to parents asking them what further courses they would like to take. As a result, classes in beginning shorthand, advanced typing, and advanced sewing have been added to the course offerings this year. Teachers' salaries may be higher too. A proposal to give automatic increases of twenty-five cents each year, up to a maximum salary of \$3.75 an hour, is being considered.

There has been no state aid for adult education in Delaware since 1937. The only classes still maintained without fees are those on Americanization and foundation education. Only districts with enough resources to charge fees offer opportunity for adults.

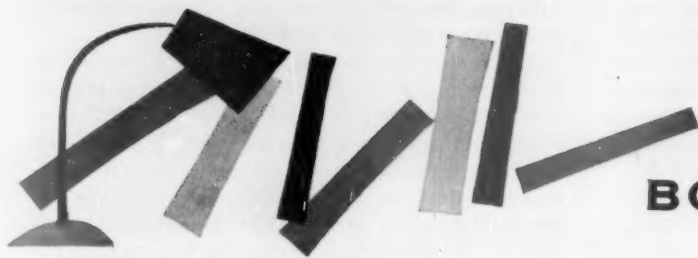
The city of Wilmington, when state funds were taken away, set up its own program, which now has more than sixteen hundred participants. In Dover at least two hundred adults attend evening classes. Newark, the home of the state university, has about one hundred students taking courses, primarily in the crafts and physical education. Mount Pleasant and the Caesar Rodney School near Dover have active parent study groups that are outgrowths of the P.T.A. and the schools.

State aid, although desirable, does not seem to be necessary to inaugurate an adult education program in a community. Perhaps the New Castle solution will inspire many another P.T.A. group to survey its community needs and then act upon them.

—RUTH E. LINDEGREN

Publicity Chairman

Delaware Congress of Parents and Teachers



BOOKS in review

Wish I Might. By Isabel Smith. New York: Harper, 1955. \$3.00.

Wish I Might is the story of how, at the age of nineteen, Isabel Smith learned that she had tuberculosis and must go as a patient to Saranac Lake. It is the story of how for twenty-one interminable years, until wonder drugs came to her rescue, she lived there as a patient—holding her own against despair. It is the story of the doctors who helped her to remain herself, her essential self, and not a self-pitying, slumping imitation of the Isabel Smith who had come to the sanitarium. And finally it is the story of how the larger world entered her small daily world in the form of visitors, letters, newspapers, magazines, and radio.

Every one of us who builds a home and rears a family knows illness as an uninvited guest within that home. Most of us have to learn also what it means—practically and emotionally—to be hospitalized for a longer or shorter period or to have someone dear to us hospitalized.

We know, in brief, that illness and accident are almost certain to enter our lives. Do we have any deep resources of wisdom for meeting them? I believe that Isabel Smith, who never preaches but simply tells her own psychological story of those twenty-one years, can help us to such wisdom. When illness strikes—and when it lasts and lasts—what we want is to be intelligent and to be decently brave. She shows herself to have been both, and she shows it not least when she seems to be talking wholly about other people who came and went or about the mountains that were there, dependably, outside her window.

In spite of its subject matter, this is not a depressing book. On the contrary, it is a heartening book because it puts heart into us to meet what we must meet and handle it with the sort of courage that has, so to speak, spiritual style. The happy ending (she does recover and is now married) is incidental to the deeper happiness that pervades *Wish I Might*, because it is a happiness made out of inner resources.

—BONARO W. OVERSTREET

ADOPTION—AND AFTER. By Louise Raymond. New York: Harper, 1955. \$3.00.

What requirements do adoption agencies set up for a couple seeking a child—such requirements as age, religion, and residence? Louise Raymond outlines them and prepares the couple for the questions they may be asked. Actually she offers them a chance to give themselves the same kind of screening test an agency is likely to give before placing a child.

The author also has good advice on how to make arrangements for homecoming day, how to announce the event to family and friends, how and what to tell the child about his origins. There is no question in her mind but that he must be told he is adopted. This knowledge, if

withheld by the adoptive parents, may come as a shock later on.

Some couples, for one reason or another, do not go to adoption agencies for a child. They may turn to the black market, where large sums of money may change hands, or to the grey market, where placements are arranged by interested, well-intentioned friends. The first market obviously has its dangers. The second, too, is risky. Both are here discussed.

The author takes up the special problems of guiding the adopted, including older youngsters and handicapped children. Herself the mother of an adopted son, she draws on her own experience as well as that of other adoptive parents and of adoption agencies.

Couples who plan to adopt a child and those who have already done so will have first interest in Louise Raymond's warmly written book. Social workers, doctors, lawyers, judges, and others who work in the field of adoptions will also find this a useful, readable book and one they will want to recommend.

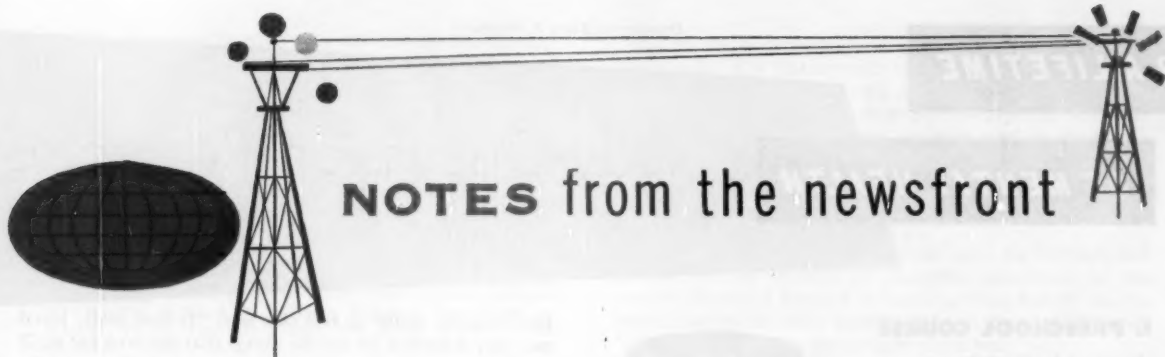
BETTER HOMES AND GARDENS JUNIOR COOK BOOK. Des Moines, Iowa: Meredith, 1955. \$2.95.

It looks as if more youngsters are reaching for mixing bowls and measuring spoons nowadays. Recipes for teenagers are cropping up in the papers. In Chicago a TV cooking show for teen-agers returned to the air this fall by popular request. And now comes a striking new junior cookbook.

What'll you have? Cocoa or eggnog? Applesauce or peach delight? Scrambled eggs or pigs in bacon? French fries or baked potatoes? Name it, and with the help of this loose-leaf book in a pink-checked cover, Sis (or Bud) can whip it up. There's a choice of ninety-some recipes—for beverages, breads and sandwiches, candies and cookies, desserts, main dishes, vegetables and salads. Besides recipes there are complete menus—such tempting fare as supper on a tray, a family birthday dinner, a back-yard picnic, a buffet-style spread, a lightning lunch, and Sunday breakfast to give Mom a luxurious, lazy-bones morning.

Here's a book for the beginner with no skillet experience whatever. Directions are broken down into simple one-two-three steps. Terms like *basting*, *broiling*, and *creaming* are defined. Measures and measuring procedures are described; even a kitchen code is included, covering such items as cooking safety, neat dress, and Operation Cleanup. All this is set down in breezy teen talk and illustrated with attractive photographs to make your mouth water and practically drive you to stove and pantry.

With this pleasant guide, children's first lessons in the craft of cookery should lead to accomplishments in which they can take pride and satisfaction. One added feature merits noting: In this extended excursion into the kitchen the editors encourage mother-daughter teamwork.



NOTES from the newsfront

Interest from the Bank.—After banking hours the private parking lot of a bank in St. Louis, Missouri, resounds with the happy laughter of children at play. By transforming its parking space into a playground, with facilities for basketball, volleyball, badminton, and hopscotch, the bank plays host to forty or fifty youngsters every day. At closing time (nine p. m.) the nets come down, equipment is put away, and the area is ready to resume its morning role as parking lot.

Carriers of Education.—Have you ever thought about the postman's contribution to American education? Probably not, unless you happen to be one of the thousands of persons who are enrolled in home-study courses. Then the postman's ring has a special significance for you, introducing you to your teacher many miles away and bringing school into your living room. Since 1880 the postman has made it possible for more than fifteen million people to continue their education at home.

Idlers, Beware!—"I'd rather wear out than rust out," Grandma used to say as she bustled about her work, but what she didn't know is that she probably lived longer just because she was so energetic. A professor of medicine claims that physically inactive persons age earlier, die younger, and are more prone to disease than persons who are active. The physically active have low weight, blood pressure, pulse rate, and tension and thus are better equipped to cope with the stress of daily living than are the lazy.

A Day for Saving Lives.—To point up what can be accomplished when motorists accept their civic and moral responsibility for traffic safety, President Eisenhower has proclaimed December 1 as Safe Driving Day. Cities and towns all over the country will take part in the campaign, which will have as its keynote "Make Every Day Safe Driving Day." The nation-wide cooperative effort on last year's Safe Driving Day brought a marked reduction in traffic deaths.

"Bell Don't Make Bump."—After more than two hundred years as a living language in this country, Pennsylvania Dutch is passing into disuse, and with it will go some of its picturesque English offshoots. No longer will mothers tell their children to "run the stairs up and shut the windows down; the paper wants rain" or "outen the light; the electric is not to waste." In the future, strangers in an eastern Pennsylvania town will get clearer directions but none so flavorful as this one: "Turn the courthouse around and then turn over." And the shopper trying to find her way out of a crowded department store can never sound as distracted as the Pennsylvania woman who said to the clerk, "I came in; to go out where is it?"

Cause for Cheers.—Down, down, down! That's the story of comic book sales in the past three years. Over-all sales volume has dropped almost 50 per cent since the 1952 peak. Some wholesalers report that retailers are returning as much as 80 per cent of their monthly shipments, and a number of publishers of crime and horror books have gone out of business.

Dim Past, Bright Future.—Watch for the arrival of "Schoolroom Progress U.S.A." in your community. Sponsored by the Henry Ford Museum and Greenfield Village and by Encyclopedia Americana, this educational exhibit is beginning a three-year nation-wide tour, during which it will visit 250 major cities. The exhibition consists of two railroad cars. One car, dimly lit by whale-oil lamps and flickering gas jets, will present replicas of schoolhouses of the nineteenth century, with such characteristic furnishings as pot-bellied stoves, split-log benches, birch whips, and the actual textbooks used by George Washington, Andrew Jackson, and other famous Americans. Stepping into the second car, visitors will see a well-illuminated modern school, with each classroom designed by a prize-winning architectural firm.

Credit Line.—Did you wonder who was responsible for drawing the inhabitants of "Highway Zoo" in last month's *National Parent-Teacher*? These creatures, so painfully familiar to all of us, were sketched by Ralph Moses, head of the National Safety Council's art department.

"The Milk of Human Kindness."—This might well be the slogan for UNICEF's nutrition aid program, which this year is sending powdered milk daily to five million children and mothers in sixty countries. Surplus skim milk powder is available to UNICEF free of charge from the United States at the port of exit. Each pound costs UNICEF about 1.5 cents for freight and provides approximately eleven glasses of milk.

Piggy Bank Thrift.—It takes a lot of pennies to make 140 million dollars, but that's the sum that four million American school children have on deposit in school savings bank accounts. The average size of the accounts of these young savers is thirty-five dollars.

Your Attention, Mr. Webster!—When six-year-old Bobby brought home his first report card from kindergarten, his mother and father eagerly went down the list of grades and were delighted to find excellent marks in every category—except one. "Gracious," said Bobby's mother, "your grade in deportment isn't very good. In fact, the teacher has a note attached here that says you were a little boisterous." "Well, what'dja expect?" bristled Bobby. "Didja think I'd be a little girlsterous?"

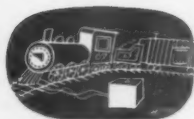
OF MENTAL HEALTH

Study-Discussion Programs

I. PRESCHOOL COURSE

Directed by Ruth Strang

"Can They Be Spoiled by Love?" (page 23)



Points for Study and Discussion

1. Think of the times you have said "What a spoiled child that is!" What did the child do that made you say it? How does your idea of such a child compare with Dr. Comly's description of a spoiled child?

2. Consider the various explanations you have heard for why children are spoiled. Compare these with the ones Dr. Comly gives: parents' uncertainty about how to handle certain kinds of behavior; labeling a child as "spoiled"; expecting the worst rather than the best behavior of him. What present-day trends in child guidance does he consider favorable to parent-child relationships?

3. Which of the following would you call "love" and which "indulgence"?

- The mother of a six-month-old baby often fondles him and sings to him.
- When the six-month-old baby is hungry his mother feeds him before he has a violent spell of crying.
- When a two-year-old child refuses to eat a new vegetable his mother does not insist but tries offering it again another day.
- Instead of spending some of his time each day with his child and sharing experiences with him, a father often brings home expensive toys for him.
- When a four-year-old boy dashes out into a busy street after he has been told not to do so, his mother runs after him, brings him back, and promptly spansks him, telling him again why this is something he must not do.
- After a five-year-old boy has been told by his father that he can't have any more candy, his mother gives him some when he begs for it.
- The parents of a six-year-old boy let him climb all over the furniture with his muddy feet because they are afraid he won't love them if they insist he "act his age."
- A mother encourages her six-year-old girl to come to her whenever she has any difficulty or can't get along with other children.

In which of the above instances was love expressed by careful protection from too harsh stimulation? In which was love expressed by helping the child to "learn about self-protection"? How should the expression of a parent's love change as the child grows older? In what way is the parent's love of the child constant throughout life?

4. What can parents do that will make a child feel he is loved for himself alone, not just for achievements that make them proud of him?

5. How may indulgence give a child the impression, as he grows older, that his parents do not really love him?

For example, could he feel this way: "If they really loved me, they wouldn't let me do things that are bad for me"?

6. The young mother of a six-month-old baby once said, "The baby brings out the best in me." Discuss what she meant by this simple but eloquent statement. Do you feel that because parents are striving toward growth and self-fulfillment, they love a child more warmly and deeply if they realize he is doing something for them while they work and care for him?

7. What distinction does Dr. Comly make between "permissiveness" and "permission to act in socially unacceptable ways"?

Program Suggestions

• Following through the first point for study and discussion, have a recorder write on the blackboard the different kinds of behavior members of the group consider to be characteristic of "spoiled" children. Perhaps similar types of behavior can be listed under such headings as "Acts Younger than His Years," "Self-centered," "Insufficient Regard for the Feelings and Rights of Others." Then the group may discuss each kind of behavior, asking themselves whether it might be a normal part of the growth process at a particular age or whether it might indicate something amiss in the child's bringing up.

• Ask some member to read Bruno Bettelheim's *Love Is Not Enough* (see "References") and report to the group what the author says parents need to give their children in addition to love. Other pertinent books and articles may also be reviewed by individual members. Interesting and concrete passages should be read aloud, then discussed by the group.

• If there is a nursery school or kindergarten teacher in the community who has a tape-recording machine, ask her to make a recording of comments by her five- and six-year-olds on an incomplete sentence such as "When my mommy and daddy love me, they . . ." After the recording has been played, the group can then discuss which of the children's comments seem to reveal most vividly a parent's love for his child.

• Ask a committee of three or four members to reread Dr. Comly's article carefully and summarize his most important and useful ideas. At the beginning of the meeting the committee can present each of these ideas in some attractive way—perhaps as a series of original drawings or of pictures cut out of magazines. Or they may decide on a dramatization of the incident in which young Tommy Brown ran away when his mother called him to come in. The dramatization should be followed by a discussion of the possible reasons for Tommy's behavior, with reference to Dr. Comly's ideas.

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II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"New Viewpoints on Discipline" (page 4)



Points for Study and Discussion

1. The author names six characteristics of the older type of discipline, beginning with complete permissiveness. What does each mean to you?

2. Critics of the schools and of progressive education often say that modern schools are too permissive, that things are made too easy and pleasant and children allowed to do just what they want to do. What do you understand is meant by a "permissive atmosphere" at home and at school? What are its values and its dangers?

3. Dr. Baruch mentions four characteristics of the present-day approach to discipline—that it gives the adult a rudder, for instance. What does each of these mean to you in terms of everyday practice?

4. Probably all of us recall instances of discipline that dealt with actions instead of feelings—for example, biting a child who has bitten some other child, keeping a child after school for being tardy, or washing out a child's mouth with soap when he says a bad word. For each case suggest ways of dealing with the feelings behind the actions rather than with the actions themselves.

5. How do feelings of anger against parents differ from angry feelings against playmates or other people? Have you called these feelings toward parents by another name, such as jealousy? Insecurity? Something else?

6. How would you put in your own words, or explain to someone else, the author's three guiding principles for dealing with children's feelings of anger? Does it seem to you that these principles are at all applicable in dealing with your own feelings?

7. The author says that children "inwardly crave simple rules." Has this been your experience? How do you reconcile this with the aim of developing the ability to guide oneself?

8. One of the authors listed under "References" (Woodring) says: "The hickory stick has all but disappeared from the American classroom, and there are few to mourn its passing." This is not what some parents reported last summer in regard to disciplinary methods used in their children's elementary schools. What is the situation in your school? What are the regulations in regard to corporal punishment? Would your community permit a revival of it?

9. What are some of the difficult spots for teachers and parents in the method of discipline advocated by the author? Would it be hard to listen to what Robert says he would like to do to his mother and not show disapproval? What other slippery spots might there be?

Program Suggestions

• Probably in no aspect of child rearing have attitudes and methods changed more rapidly and radically than in respect to discipline. Experts themselves often disagree—with psychologists, anthropologists, psychiatrists, clergymen, and others taking different positions. A speaker who could explain these varying points of view or else present one point of view in detail would lay the basis for a good group discussion. If several such persons are available, it would be a good idea to plan a symposium in which a representative of each specialized field presents his views. The meeting could then be thrown open to a general discussion.

• There are a number of good films related to this topic, any of which might be used to spur discussion. One or more of these will probably be available from your local film rental libraries or from the extension department of your state university. *Angry Boy* (33 minutes), International Film Bureau; *Helping the Child Accept the Do's* (11 minutes), Encyclopaedia Britannica Films; *Right or Wrong?* (10 minutes), Coronet Instructional Films.

References

Books:

Baruch, Dorothy Walter. *New Ways in Discipline*. New York: McGraw-Hill, 1949.

Smart, Mollie Stevens, and Smart, Russell Cook. *Living and Learning with Children*. New York: Houghton Mifflin, 1949. See Chapters 6, 14, 15, and 16. Each of these chapters presents concrete situations to illustrate principles.

Woodring, Paul. *Let's Talk Sense About Our Schools*. Chapter X. New York: McGraw-Hill, 1953.

Pamphlets:

Association for Childhood Education International, 1200 Fifteenth Street N.W., Washington 5, D. C.

Discipline for Freedom. 50 cents. See especially Laura Zirbes' "The Contribution of Research Toward Discipline for Freedom," pages 29-34, and brief paragraphs summarizing pertinent findings.

Guiding Children in School and Out. 50 cents.

Bureau of Publications, Teachers College, Columbia University, New York 27, New York. 60 cents.

Hymes, James L., Jr. *Discipline*. For good sections to read aloud, see pages 7-9, 17-40, 43-44.

Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York.

Baruch, Dorothy W. *How To Discipline Your Children*. 25 cents.

Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

Krug, Othilda, M.D., and Beck, Helen L. *A Guide to Better Discipline*. 50 cents.

Montagu, Ashley. *Helping Children Develop Moral Values*. 50 cents. An anthropologist's interpretation of "the meaning of goodness," "the nature of being human," "growing up ethically," and so on.

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- Bettelheim, Bruno. "Don't Deny Them Discipline," March 1955, pages 4-7.
 Dunbar, Flanders, M.D. "When Children Blow Off Steam," January 1955, pages 22-24.
 Eiserer, Paul and Adelaide. "Common Sense and Nonsense About Discipline," February 1954, pages 4-6.
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III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Sex, Morals, and Marriage" (page 14)

Points for Study and Discussion

1. Do you see any signs in your own community of the current challenges of the older sex codes that the author speaks of? Is there evidence that the moral codes of the past are being reexamined? Do your local papers report instances of laxity among young people? Among married men and women? What about the conversation one hears in social groups in your town? Is it "freer" in the discussion of formerly tabooed subjects than it was a generation or two ago?
2. As you listen to your own young people talking with you and their friends, do they seem to be more concerned about the physical "facts of life" or about emotional, social, and moral questions?
3. Why is training for love so much more complicated than sex education in the "bees, birds, and babies" sense? What would be an ideal program for helping a child learn to love and to be loved? When would it start? What experiences for learning at every level of development would be included? Are there helps and guides for this training that are as useful as some of the better sex education materials for mothers and fathers?
4. If, as the author suggests, a boy's sex drives are at their peak during his middle teens, what outlets are there for him according to the Judaeo-Christian ideal? What wholesome opportunities are offered him by his home, school, church, and social groups for learning what it means to be a man, practice moral restraint, and prepare himself for effective marriage and a family life of his own some day?
5. What can your P.T.A. do as a group to counteract the prevalent attitude, upheld in so many movies and plays, that a young person has not "lived" unless he or she has plummeted headlong into some passionate affair? Do you have any gauge of how much or how little your own youth is being influenced by such attitudes? Are there many boys and girls who are not misled by the highlighting of sex for its commercial appeal?

Program Suggestions

- Invite a panel consisting of local religious leaders, the high school principal, and a representative from your local Y.M.C.A. and Y.W.C.A. to discuss before your group the question of "Who Is Responsible for the Moral Education of Youth?" Leave plenty of time for general group discussion of the *how* and *where* and *when* questions that will emerge.
- Give a book review of Herman Wouk's novel, *Marjorie Morningstar* (Doubleday, 1955), a Book-of-the-Month Club selection for September. Discuss the type of "sexual emancipation" fiction from which Wouk is rebelling in this novel, with illustrations from books, plays, and movies that have been popular in recent years. Ask yourselves whether or not such a protest as Wouk's is long overdue

and what type of value system you would like to see in the fiction and drama of the future.

- Arrange a showing of the film *How To Say No* (11 minutes; Coronet Instructional Films), which is available from many film rental libraries and extension departments of state universities. Use it as a springboard for your discussion of such questions as these:

1. What are the situations in which young people in our community must be prepared to exercise moral controls?
2. To what situations do we expect our youth to turn their backs (drinking, petting, going to questionable places, getting involved with unscrupulous persons, and so forth)?
3. What help are the young people in our high school getting for the development of the knowledge, skills, and values they need in making decisions about their love and sex behavior?

- Send for the filmstrip *Parents Preparing Youth for Marriage* (Radio and Film Commission, 1001 Nineteenth Avenue South, Nashville 2, Tennessee) to use as a basis for your program. Preview the filmstrip with four members of the group, asking each to be ready to discuss one of the following points presented in the strip:

1. How the preschool child is prepared for marriage.
2. How the schoolboy is being prepared for marriage.
3. How the teen-age girl is being prepared for marriage.
4. How the young bride was prepared for her marriage.

After this first showing, ask each of the four members to report on the stage of marriage preparation assigned to him or her. Then show the filmstrip again as a stimulus for general group discussion of still other points.

- Write to several leading textbook publishers for review copies of texts being used in high school courses on preparation for marriage and family life. Make a study of these books to see what topics are included and how they are treated.

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Books:

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 Duvall, Sylvanus Milne. *Men, Women, and Morals*. New York: Association Press, 1949.
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 Schultz, Gladys Denny. *Letters to Jane*. Philadelphia: Lip-pincott, 1948.
 Young, Leontine. *Out of Wedlock: A Study of the Problems of the Unmarried Mother and Her Child*. New York: McGraw-Hill, 1954.

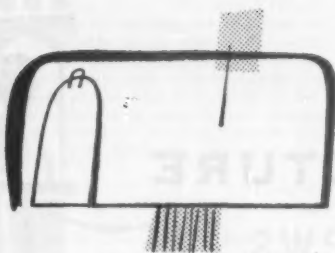
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- Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.
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 Eckert, Ralph G. *So You Think It's Love!*
 Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 50 cents.
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 Montagu, Ashley. *Helping Children Develop Moral Values*.
 Neugarten, Bernice L. *Becoming Men and Women*.

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- Clarke, James W. "The Inseparables: Character and Education." September 1955, pages 7-9.
 Duvall, Sylvanus Milne. "Frank Answers to Straight Questions." October 1954, pages 12-14.
 Foster, Gordon Lynn. "Moral Values and Religious Roots." April 1955, pages 14-16.
 Hill, Reuben. "The Best Preparation for Marriage." January 1953, pages 4-6.

From the Mail



Dear Editor:

Congratulations on, and thanks for, the first two excellent issues in this new academic year. My wife and I find that the basic orientation of the magazine as a whole is soundly supportive to what we are working for in behalf of our family, our schools (including the private ones that our older children attend), our community, our country, and, since this summer's impressive trip to Europe, the world.

I believe that every parent can learn how to be a more effective co-worker with his children's teachers by reading this magazine regularly and by testing the thoughts and practices that are set forth in the articles.

We are particularly grateful for Mrs. Overstreet's series on *How To Love a Country*, and we are anxious that our three older children read these articles during their stay in Europe this winter. (Incidentally, our son is serving in the army in Germany; our daughter, a Smith student, is taking her third year at the Sorbonne; and our daughter-in-law-to-be, also in her third year at Smith, is in Geneva.)

ROBERT U. REDPATH, JR.

South Orange, New Jersey

Dear Editor:

Your, and may I say "our," magazine is magnificent. I eagerly scan each issue for what "fits" our situation first, and then I go on and on until it's finished. When I've read it all I pass it on to a neighbor.

Youngstown, Ohio

MRS. M. J. WOLF

Dear Editor:

I want you to know how much we enjoyed the condensation of the delightful book, *The White Gate* by Mary Ellen Chase, in the May 1955 issue of your magazine. I started to read it one evening when suddenly it occurred to me that this was the very type of writing my husband would also enjoy. So I started back at the beginning and read it aloud to him. We both thoroughly enjoyed those excerpts; we only wished there had been room for more. It is difficult these days to pick up fiction or nonfiction and find good, clean, wholesome reading that leaves behind such pleasant, warm feelings. We hope to see more fine features like *The White Gate*.

Idaho Falls, Idaho

MRS. C. W. JOHNSON

Dear Editor:

I would like to express my personal appreciation for the excellent work of your organization. I read every issue of the *National Parent-Teacher* and feel that it is improving every year in carrying forward a sound philosophy of education.

MERLE GRAY

President, Association for
Childhood Education International

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

Abbott and Costello Meet the Mummy—Children, not for the restless or the overly sensitive; young people, funny; family, good, lively slapstick.
Davy Crockett—Good western.
The Lady and the Tramp—Excellent of its type.
The Purple Mask—Children and family, entertaining; young people, yes.
The Scarlet Coat—Excellent.

Family

Bring Your Smile Along—Children, yes; young people and adults, pleasant.
Daddy Long Legs—Children, probably too long; young people, yes; adults, pleasant escapism.
The Dam Busters—Children, good; young people and adults, excellent.
Francis in the Navy—Children and young people, entertaining; adults, good fun.
The Great Adventure—Excellent.
The King's Thief—Children, good with interpretation; young people and adults, good.
Lady Godiva of Coventry—Children, a bit overplotted; young people, entertaining; adults, good adventure fare.
The Private War of Major Benson—Children and young people, amusing; adults, good fun.
Strange Lady in Town—Children, yes; young people and adults, fair.
Wichita—Western fans.
You're Never Too Young—Children, funny; young people and adults, slapstick fans.

Adults and Young People

Angels—Children and young people, no; adults, very poor.
Battle Cry—Children and young people, no; adults, matter of taste.
The Big Bluff—Children, no; young people and adults, poor.
Break to Freedom—Children, tense; young people and adults, good of its type.
The Cobweb—Children, no; young people, mature; adults, excellent.
Count Three and Pray—Children, no; young people, poor; adults, matter of taste.
Court Martial—Children, no; young people, mature; adults, absorbing.
A Day To Remember—Children and young people, matter of taste; adults, pleasant.
The Divided Heart—Children, mature; young people and adults, excellent.
Double Jeopardy—Children, no; young people and adults, poor.
Female on the Beach—Children and young people, no; adults, poor.
Fingerman—Children, no; young people and adults, poor.
Footsteps in the Fog—Children, no; young people and adults, good.
Foxfire—Children, no; young people and adults, matter of taste.
Helen of Troy—Children and young people, fair of its type; adults, matter of taste.
House of Bamboo—Children, no; young people and adults, routine thriller with interesting backgrounds.
How To Be Very, Very Popular—Children, broad farce; young people and adults, matter of taste.
The Kentuckian—Children, violent in part; young people and adults, good of its type.
Kiss of Fire—Children, poor; young people, mediocre; adults, matter of taste.
Land of the Pharaohs—Children, brutal in part; young people and adults, spectacle fans.
The Last Command—Historic western.
Las Vegas Shakedown—Children, no; young people, poor; adults, matter of taste.
Love Is a Many-Splendored Thing—Children, no; young people and adults, matter of taste.
Love Me or Leave Me—Children, no; young people, mature; adults, unusual musical.
Magnificent Murderer—Children, no; young people, very poor; adults, matter of taste.
The Man from Laramie—Children, no; young people, poor; adults, matter of taste.
The Man Who Loved Redheads—Children and young people, no; adults, matter of taste.
Master Roberts—Children, no; young people, sophisticated; adults, matter of taste.
Moonfleet—Children, no; young people and adults, fair.
My Sister Eileen—Children, sophisticated; young people and adults, gay musical comedy.
Naked Dawn—Children and young people, no; adults, trash.
Night of the Hunter—Children, no; young people, mature; adults, matter of taste.
Not as a Stranger—Children, mature; young people and adults, good.
Pearl of the South Pacific—Poor.
The Prisoner—Children, no; young people, mature; adults, thought-provoking.
Rage at Dawn—Children, no; young people and adults, poor.
Santa Fe Passage—Children, no; young people and adults, brutal.
The Sea Chase—Children and young people, fair; adults, matter of taste.
The Sea Shall Not Have Them—Children, not for the restless; young people, yes; adults, long drawn out, but good on details.
The Seven Little Foys—Children, mature; young people, entertaining; adults, Bob Hope fans.
The Seven Year Itch—Children, no; young people, poor; adults, matter of taste.
The Sheep Has Five Legs—Children, no; young people, possibly; adults, matter of taste.
The Shrike—Children, no; young people, mature; adults, provocative.
Soldier of Fortune—Children, no; young people and adults, waste of time.
Son of Sinbad—Children, no; young people and adults, trash.
Special Delivery—Fair.
Summertime—Children and young people, no; adults, matter of taste.
Tea-and-Crime Wave—Children, no; young people and adults, poor.
To Catch a Thief—Children, no; young people, oversophisticated in part; adults, for Hitchcock fans.
To Hell and Back—Good.
Triad—Children, no; young people, mature; adults, powerful social melodrama.
Ulysses—Children, unfortunate representation of a classic; young people and adults, disappointing spectacle.
The Virgin Queen—Children, mature; young people and adults, good.
We're No Angels—Children and young people, sophisticated; adults, amusing.



MOTION PICTURE previews



PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

Peter and the Wolf—Buena Vista-Disney. Direction, Clyde Geronimi. This fifteen-minute cartoon (from the production *Make Mine Music*) is a charming presentation in Technicolor of Prokofiev's *Peter and the Wolf* and has unique value as a means of providing music education painlessly. As each of the themes is identified, a musical instrument assumes the form of the character it represents. The flute becomes Sasha, the Bird; the oboe becomes Sonia, the Duck; and so on. Against this background of music are depicted Peter's adventures as he goes off to hunt for the wolf.

Family	12-15	8-12
Excellent	Excellent	Excellent

FAMILY

Suitable for children if accompanied by adults

The African Lion—Buena Vista-Disney. Direction, James Algar. Another Disney True-Life Adventure in Technicolor that will be hailed with delight by millions. For thirty months Alfred and Elma Milotte lived in incredible proximity to the wild beasts of the African national parks, their patient cameras securing a wealth of material. The "cats" provide the biggest thrills. Every aspect of their activities has been photographed,



A quiet interlude in the never-ending struggle for survival depicted in *The African Lion*.

from ludicrous, kittenish antics to the ferocious kill. Drama is played up in the mass exodus of grass-eating and meat-eating animals, side by side across the parched land in search of new supplies of water. When it seems that these pitiful, plodding masses can survive no longer, the scant remaining vegetation is devoured by swarms of locusts. At last the tropical downpours come to restore the lush countryside and provide the picture's happy ending.

Family	12-15	8-12
Excellent	Excellent	Excellent, although grim in part

Blood Alley—Warner Brothers. Direction, William A. Wellman. A John Wayne adventure story has the plus values of an entertaining, out-of-the-ordinary plot and occasional bits of obviously romanticized but beautiful photography. A decrepit old steamboat, carrying the inhabitants of an entire Chinese village, livestock, and Lauren Bacall, chugs out of Communist China into the perilous, rough waters of the Pacific. It tricks Chinese gunboats, weathers perilous storms, and finally arrives in the free harbor of Hong Kong in a burst of triumphant glory—all under the masterful guidance of Skipper John Wayne. Leading players: John Wayne, Lauren Bacall.

Family	12-15	8-12
Entertaining	Entertaining	Yes

Lay That Rifle Down—Republic. Direction, Charles Lamont. Judy Canova, a hard-working slavey in her aunt's hotel, kindly permits orphans to live on her farm—only to be almost swindled out of her property by two wicked confidence men. Mediocre production values in a typical Canova vehicle. Leading players: Judy Canova, Robert Lowery.

Family	12-15	8-12
Judy Canova fans	Judy Canova fans	Judy Canova fans

The McConnell Story—Warner Brothers. Direction, Gordon Douglas. A serious, well-meaning tribute to Captain Joseph McConnell, the world's first triple jet ace. Alan Ladd plays the leading role, that of the impulsive, courageous, and brilliant flyer, but drama centers on the magnificent flying jets roaring across the Cinemascope screen. June Allyson enacts once again the loving, rebellious, but ultimately understanding and self-sacrificing wife. Leading players: Alan Ladd, June Allyson.

Family	12-15	8-12
Good of its type	Good of its type	Good of its type

ADULTS AND YOUNG PEOPLE

Apache Ambush—Columbia. Direction, Fred F. Sears. A confused, slow-moving Civil War western in which three Texans (acting on the request of President Lincoln) drive cattle herds from Texas to meat-hungry Kansas, fighting Apaches, Mexicans, and rifle-smuggling Confederates on the way. Leading players: Bill Williams, Richard Jaeckel.

Adults	15-18	12-15
Poor	Poor	Poor

The Bar Sinister—MGM. Direction, Herman Hoffman. The Richard Harding Davis dog story has been expanded into a feature-length film produced in Cinemascope and Eastman color. Wild-fire's fantastic career starts in the slums, where he fights for his life as a trained pit dog in the Bowery, and culminates at Madison Square Garden, where he wins the bull terrier cham-

pionship. The story is told in an off-screen voice with a faintly Brooklynese accent that seems exactly suitable for this kind of dog. Edmund Gwenn is in his stride as the wise and lovable old stable master who rescues Wildfire from the pit. The appealing dog is neither caricature nor idol. Unfortunately too much footage in the early part of the film is devoted to sordidness or violence. If these scenes were deleted, the picture would be excellent for "Junior Matinee." Leading players: Edmund Gwenn, Dean Jagger, Jeff Richards, Jarma Lewis, Wildfire.

<i>Adults</i>	15-18	12-15
Good dog story	Yes	Fair

Christopher Crumpet's Playmate—Columbia. U.P.A. short. A second Christopher Crumpet cartoon has Christopher dreaming up an imaginary elephant as playmate. Father seems to be in danger of losing his job for sanctioning such proceedings until it is discovered that his boss, too, has an imaginary pet. Animations are created in U.P.A.'s customary satiric, sophisticated fashion.

<i>Adults</i>	15-18	12-15
Good of its type	Good of its type	Fair

The Desperate Hours—Paramount. Direction, William Wyler. From its opening scenes to its tingling climax, this superbly acted melodrama holds us in its grip. Three escaped convicts pick a pleasant home in suburban Indianapolis in which to hide out. Department store executive Fredric March is no two-fisted fiction hero, and when he arrives home from the office to find his wife held at gun point there isn't much he can do. Tension mounts agonizingly as the police get on the track of the criminals. Mr. March gives a brilliant study of a decent and brave man who finds unexpected reserves of courage in himself when he sees his family threatened, and Martha Stewart is splendid as his loyal and dependable wife. Humphrey Bogart makes the character of the chief convict more than a stereotype. Leading players: Humphrey Bogart, Fredric March, Martha Stewart.

<i>Adults</i>	15-18	12-15
Excellent	Excellent	Tense, but has good values

Gentlemen Marry Brunettes—United Artists. Direction, Richard Sale. Gentlemen marry brunettes, but they may be less inclined to do so after seeing this vapid little farce. Brunette twins Bonnie and Connie Jones are daughters and nieces of blonde Mimi and Mitzi Jones who became the toast of Paris in the flapper era. The girls journey to Paris to repeat the cabaret singing and dancing success of their relatives. Rudy Vallee acts as a kind of master of ceremonies, and promoter Scott Brady and millionaire-anonymous Alan Young provide the love interest. Satire is heavy and uninspired, and the whole proceedings are definitely dreary. Leading players: Jeanne Crain, Jane Russell, Alan Young, Scott Brady, Rudy Vallee.

<i>Adults</i>	15-18	12-15
Matter of taste	Poor	Poor

The Girl Rush—Paramount. Direction, Robert Pirosh. Rivalry between Fernando Lamas, owner of a swank gambling hotel in Las Vegas, and Rosalind Russell, inheritor of the cobwebby, broken-down wreck across the street, forms the background for some heavy-handed shenanigans. Direction, dancing, and décor are conspicuously mediocre. Leading players: Rosalind Russell, Fernando Lamas.

<i>Adults</i>	15-18	12-15
Poor musical	Poor	Poor

Illegal—Warner Brothers. Direction, Lewis Allen. A sleazy crime potboiler, put together hurriedly for Edward G. Robinson. A district attorney resigns after he realizes that he has prosecuted an innocent man. The film shows his gradual deterioration in private practice as he falls under the influence of gangsters and crooks. Leading players: Edward G. Robinson, Nina Foch.

<i>Adults</i>	15-18	12-15
Poor	Poor	No

It's Always Fair Weather—MGM. Direction, Gene Kelly, Stanley Donen. Three dancing G.I.'s celebrate their release from the army by a wildly exuberant whirl under the Third Avenue Elevated. Many bars later they vow sentimentally to meet again ten years from that night. The plot indicates the changes that time makes in once devoted army buddies. This lavish musical farce in Cinemascope has many long and elaborate dance numbers (including Gene Kelly on roller skates and Cyd Charisse wandering through Sullivan's gym in the company of assorted picturesque pugilists). There are several amusing, if heavily satirized, bits—notably one on television giveaway shows. Good fare for musical comedy fans. Leading play-

ers: Gene Kelly, Dan Dailey, Michael Kidd, Cyd Charisse.

<i>Adults</i>	15-18	12-15
Musical comedy fans	Musical comedy fans	Fair

The Left Hand of God—20th Century-Fox. Direction, Edward Dmytryk. Bored with the life he lived as favorite henchman of a jealous Chinese war lord, American flyer Humphrey Bogart escapes in the robe of a murdered priest. He wins the affection of the people in a small Chinese village and the love of missionary worker Gene Tierney. Later, he throws dice with the pursuing war lord (played by Lee J. Cobb) and thus decides his fate and that of the villagers. Mr. Cobb is plaintively ruthless and sophisticated, and Mr. Bogart enacts his role of bogus priest with typical understated charm. Cinemascope settings of barren, rolling hills and native villages are beautiful in De Luxe color. Leading players: Humphrey Bogart, Gene Tierney, Lee J. Cobb.

<i>Adults</i>	15-18	12-15
Well-produced adventure story	Well-produced adventure story	Yes

Let's Make Up—United Artists. Direction, Herbert Wilcox. It seems probable that the producers of this inane potpourri had sets, costumes, and musical copyrights for four different productions when their money ran out and in order to salvage something they threw everything together to make one picture. Anna Neagle, a World War II entertainer, is hit on the head during a blitz, and in her ensuing delirium she plays the parts of Nell Gwyn (with David Farrar as King Charles), young Queen Victoria at a ball with Albert, her own mother being courted in World War I days, and a musical comedy star of the twenties. Dialogue, acting, musical numbers, and production are on a par with the script. Leading players: Anna Neagle, Errol Flynn, David Farrar.

<i>Adults</i>	15-18	12-15
Poor	Poor	No

A Man Alone—Republic. Direction, Ray Milland. Actor Milland's first directing effort is an unbalanced western potboiler. Ethics are casually ignored as the gunman hero is glorified. Bribery, cheating, and lying are condoned, and the sheriff's dishonorable discharge of his duties is lightly glossed over. The first suspense-filled scenes indicate that Mr. Milland takes the opus as seriously as if it were high melodrama. Leading players: Ray Milland, Mary Murphy.

<i>Adults</i>	15-18	12-15
Poor	Poor	No

Naked Street—United Artists. Direction, Maxwell Shane. Although the leading character in this well-acted crime melodrama is a Brooklyn racketeer who thinks nothing of having his enemies beaten up, murdered, or sent to the electric chair for crimes they did not commit, he is presented primarily as a man who loves his mother and home cooking. When Anthony Quinn finds that Farley Granger, the father of his sister's unborn child, is awaiting execution at Sing Sing prison, he employs bribery and intimidation to get him released. Later, when he learns that Granger is seeing other women, he is equally ruthless in having him framed for murder. Despite a marked tendency to soft-pedal the evil doings of such a character, the carefully written script makes his motivation not wholly implausible. Leading players: Anthony Quinn, Farley Granger, Anne Bancroft.

<i>Adults</i>	15-18	12-15
Good of its type	No	No

The Phenix City Story—Allied Artists. Direction, Phil Karlson. Based on a true happening, this grim semidocumentary describes the plight of a gangster-controlled southern town in which wide-open gambling, prostitution, murder, and blackmail are commonplace while the police stand idly by. Dedication, courage, and sacrifice are required from some of the citizens to rid the community of its vicious elements. Well-acted, sincere, mature melodrama in excellent black-and-white photography. Leading players: John McIntire, Richard Kiley, Edward Andrews.

<i>Adults</i>	15-18	12-15
Excellent of its type	Mature	No

The Second Greatest Sex—Universal-International. Direction, George Marshall. A long-standing feud between two neighboring towns over the ownership of the county records keeps the men of Osawkie, Kansas, away for weeks at a time. The exasperated women, led by Jeanne Crain, shut themselves up in an abandoned fort and refuse to have anything to do with the men until they make peace with their rivals. The slim story is padded with several catchy songs and some very lively dancing, but the humor is strained and frequently on the border

line of good taste. A skilled comedian like Bert Lahr is hard put to derive much merriment from his role as sheriff. Leading players: Jeanne Crain, Bert Lahr, George Nader.

Adults	15-18	12-15
Mediocre	Mature	No

Seven Cities of Gold—20th Century-Fox. Direction, Robert D. Webb. An off-beat historical melodrama in Cinemascope details the adventures of a band of Spanish soldiers sent out from Mexico to settle California at the end of the seventeenth century. Violence takes a back seat for once as emphasis is laid on the relationship between two commanding officers and the saintly priest who acts as their spiritual adviser. By his courage and faith the priest proves to the skeptical soldiers that justice and love are more effective than guns in winning over the Indians who occupy the territories they covet. Well acted and photographed, if somewhat self-conscious. Leading players: Anthony Quinn, Michael Rennie.

Adults	15-18	12-15
Off-beat adventure tale	Off-beat adventure tale	Yes

Simba—Lippert. Direction, Brian Desmond Hurst. A serious, well-acted British melodrama in Eastman color explores the terrifying struggle that has recently been going on between the African Mau Mau and the British settlers. The picture attempts to show, even as it portrays murderous raids, that men everywhere, including the violent savages, are human beings. Lack of faith in that basic humanity can ultimately be as destructive as the excesses of the Mau Mau themselves. Authentic African locale. Leading players: Dirk Bogarde, Virginia McKenna, Earl Cameron.

Adults	15-18	12-15
Good	Good	Tense

Tennessee's Partner—RKO. Direction, Allan Dwan. This run-of-the-mill western in Superscope and Technicolor contains all the familiar paraphernalia of the California gold rush: fancy ladies, iron-nerved gamblers, simple-hearted cowboys, drunken prospectors, and quick-on-the-trigger adventurers. One scene at a poker table may teach young people a thing or two about the art of bluffing. Leading players: John Payne, Rhonda Fleming.

Adults	15-18	12-15
Routine western	Routine western	Poor

Three Stripes in the Sun—Columbia. Direction, Richard Murphy. Kudos to the director of this simple and highly engaging story about an American soldier's struggle against his hatred of the Japanese. He falls unwillingly in love with a Japanese girl and finds himself involved with a native priest and local businessmen raising funds for a new Japanese orphanage. The director obviously spent time working with the script writer and the actors to create sensitive, honest characterizations. Aldo Ray brings to life the rough, fumbling, essentially decent American soldier. Phil Carey, helped by perceptive and intelligent lines, gives distinction to the characterization of the American colonel. Mitsuko Kimura is delightful as the demure, yet lively Japanese interpreter. A gentle, thoughtful, highly entertaining picture. Leading players: Aldo Ray, Phil Carey, Dick York, Mitsuko Kimura.

Adults	15-18	12-15
Excellent	Excellent	Excellent

Twinkle in God's Eye—Republic. Direction, George Blair. Here is a western with a new twist. The godless town of Lodestone finds itself helpless, not against outlaws but against a newly ordained pastor. Comically self-possessed and imbued with faith, he returns to his father's community determined to rebuild the church that bandits destroyed when they killed his father. In spite of masked outlaws, unbelievably naive Indians, misfortunes, and accidents, all ends well. Mickey Rooney with his collar turned back is still Mickey Rooney. Unfortunately, script and direction are not up to the fresh material. Leading players: Mickey Rooney, Coleen Gray.

Adults	15-18	12-15
Poor	Poor	Poor

16mm Films

Adventures of a Baby Fox—Encyclopaedia Britannica Films. 14 minutes.

The Hunter and the Forest—Encyclopaedia Britannica Films. 8 minutes.

A Tale of the Fjords—Encyclopaedia Britannica Films. 12 minutes. Arne Sucksdorff, the noted Swedish artist who directed *The Great Adventure*, has produced several short subjects, which

are now available in 16mm from Encyclopaedia Britannica Films, Wilmette, Illinois. More of his films are to be released later. These pictures are being used increasingly in the public schools, but they should also be enjoyed by adults, who can afford to disregard some of the commentary written especially for children. Readers of the *National Parent-Teacher* will be interested to note that the magazine's advisory editor, Paul Witty of Northwestern University, has collaborated in their production. Perhaps the best known of the Sucksdorff shorts is *The Hunter and the Forest*. In this imaginatively photographed film of a hunter's walk in the forest, only the sounds of nature and an original musical score help tell the slight story. Adults will find the film a photographic gem, and it can be used in children's creative writing courses with great effect. *Adventures of a Baby Fox* follows a baby fox as he prowls in the woods. For children the plants, insects, and animals are identified in unobtrusive verse. In *A Tale of the Fjords* a small Norwegian girl runs away from her job of milking goats to seek the "Hidden Valley of Happiness" on the heights of the mountain upon which her beloved summer home is perched. What Mr. Sucksdorff's magic camera does with the scenery is breath-taking.

Adventures of Marco Polo—Encyclopaedia Britannica Films. 19 minutes. Marco Polo, in his thirteenth-century book of travels, describes an empire far vaster than any the twentieth has to offer—the realm of the fabulous Kublai Khan, which covered the entire Asiatic continent. This simple, well-made film illustrates some of the incidents in the book, perhaps not so strange to children in the fantastic, unpredictable world of today as to their parents.

Captain John Smith, Founder of Virginia—Encyclopaedia Britannica Films. 20 minutes. A vivid dramatization of the heroic struggle of the settlers who established the first permanent English colony in America. Under the hard but just leadership of Captain John Smith, they fought and survived the rigors of starvation, Indian attacks, and disease in the wilderness of the new world. Direction is perceptive and intelligent, characterizations are subtle and rounded, and the acting is excellent. Entertaining for all ages.

North of the Arctic Circle—Produced by the Norwegian Information Service and Sterling Educational Films. 25 minutes. A sparkling travelogue in Kodachrome shows the amazing climatic variations that make northern Norway an enigma and account for its wide contrasts in customs and ways of life. The people in the thriving villages live a very urban life. A few miles north in the Laplander region, their neighbors, a nomadic people of Mongolian origin, live in tents and follow the reindeer herd.

Pacific Paradox—Produced by Sterling Educational Films in cooperation with the Australian News and Information Service. 20 minutes. This is a filmed history of an actual expedition of the National Geographical Society and the Smithsonian Institute to Arnhemland in northern Australia. Here aborigines live a life that has been unchanged for more than three hundred years. Mainly they hunt and fish, and even the children at play are shown learning to recognize various tracks and footprints in preparation for the future. Interesting are the various techniques employed by anthropologist, botanist, ichthyologist, ornithologist, and zoologist in pursuing the wealth of material to be found in this strange land. Of value for all age levels because the material is handled intelligently, not in too "learned" a manner.

The Pilgrims—Encyclopaedia Britannica Films. 22 minutes. Like a grand old hymn this sincere and touching dramatization of the Pilgrims' story marches with a kind of devout excitement through two reels of tightly packed, historic incidents. Technically unpretentious by theatrical standards, the film nevertheless has impact because of its unifying sincerity, purpose, and excellent craftsmanship. Absorbing to all ages.

To Serve the Mind—McGraw-Hill. Produced by National Film Board of Canada. Direction, Stanley Jackson. 25 minutes. This searching analysis of the factors contributing to mental illness, "the sickness that can't be seen," is made moving and effective through the skillful use of a case history. The cumulative effect of various pressures in modern life, especially overwork and the resulting fatigue and depression, is responsible for the attempted suicide of a successful young doctor. The film then follows the course of his treatment. Of equal interest is the description of less severe cases of mental illness, such as over-anxiety, hostility, irrational fear, and alcoholism, which can be treated at community health clinics. Perhaps the chief value of this film lies in its portrayal of symptoms that indicate the need for treatment before a complete breakdown occurs.

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